

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE PRACTICES AND PROBLEMS OF HUMAN
RESOURCE TRAINING AND DEVELOPMENT IN
NORTH SHOA ZONE EDUCATION OFFICES
(OROMIA REGION)**

BY

LIBANOS SEMERE HAILE



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AND MANAGEMENT**

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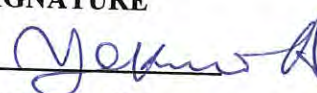
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List of Abbreviations

EPRDF..... Ethiopian Peoples' Revolutionary Democratic Front

FCSC..... Federal Civil Service Commission

MCB..... Ministry of Capacity Building

MOE..... Ministry of Education

Abstract

The major purpose of this study was to investigate the practices and problems of human resource training and development in north shoa zone education offices (Oromia Region). Descriptive survey research method was employed to conduct the research. Questionnaire and document analysis were used as data gathering tools. 60 experts and 29 educational managers were involved in the study from eight woredas and one town education offices randomly selected including the zone education office. The data were analysed using percentage and mean.

The findings that revealed that the training and development sections in the education offices focused only on identifying training needs and facilitating implementation of training and development programmes. However, all approaches of training needs analysis were not used to come up with appropriate and comprehensive needs. Objectives were also set prior to the design of training and development programmes though most of the programmes were arranged by Oromia education bureau. The study also indicated that on-the-job training and development methods were not applied in the offices. Moreover, mechanisms were not set to evaluate the outcome training and development programmes. The managers' capacity to plan training and development programmes and their commitment to allocate resources for these programmes were not questioned. However, the capacity of managers to monitor and evaluate the programmes was not as such promising. In general, though an attempt was made to implement human resource training and development programmes in education offices of the zone, from the findings of the study it can be concluded that the programmes were not implemented in a manner that would enhance the performance of employees in the offices.

Based on the findings, the following recommendations were forwarded. Training and development sections should be filled with skilled manpower as well as necessary materials such as tape recorder, camera, video camera, LCD, Lap top, and other relevant training materials so that the sections can carry out activities related to training and development by themselves. Training should be arranged to equip those responsible with the knowledge to use different approaches of needs analysis so that relevant and comprehensive training needs will be identified. More over, all employees in the offices should be aware about the importance and cost effective nature of on-the-job training methods so that the offices can be benefited from applying these methods. Mechanisms such as using standardized formats and other strategies should also be set to evaluate the outcome of training and development programmes to ensure their sustainability. Finally, the education offices should involve concerned governmental and non governmental organizations so that financial constraints in implementing the programmes can be solved.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter deals with the problem and its approach. Background of the study, statement of the problem, objectives of the study, significance of the study, definitions of key terms, delimitation and limitation of the study, the research design and methodology as well as organization of the study are included in the chapter.

1.1 Background of the Study

Human resource training and development programmes play leading role to enhance the capacity of employees in any organization. The performance of organizations mainly depends upon the knowledge, skill and ability of employees. These can be acquired through training and development. As stated by Chandan (1995:184), training and development is a learning experience undertaken with the aim to sharpen the management and employees' skill, knowledge and ability so as to achieve organizational objectives.

As it is well known, education is a means to produce skilled manpower. To produce competent work force, educational institutions should be filled with qualified employees. This can be realized through training and development. Therefore, to fit the rapidly growing science and technology, training and development programmes should be arranged regularly to employees so as to enhance the capacity of performing their tasks (koontz and Weihrich, 2003: 272).

Moreover, training and development has the power to create stability on the part of employees since it guarantees their importance in the organization. It also helps for efficient utilization of resources as well as to increase productivity which leads to job satisfaction (Aguinas and kinishan, 2004:142).

The training and development programmes should be given special attention in the education sector. It is, because, education is a precondition in achieving democratic culture and bringing social change. Therefore, to provide quality education, relevant and timely training and development programmes should be arranged for educational personnel (MOE, 1998:2).

Training and Development programmes should consider the objective of the organization and also the needs of the individuals so as to be fruitful. Unless the training offered meets the development needs of the individual, it will become futile exercise (Cole, 1997:279).

Identification of training gap is also one of the major issues that should be considered before the decision is made to arrange training programmes. Infact, these programmes are meanses to an end but not end by themselves. Therefore, manager of any organization should have the competence to identify deficiencies of knowledge, skill or attitudes that hinder the smooth functioning of the organization (Bernardin, 2003:169).

More importantly, the results of training and development should be exposed to genuine evaluation. Evaluations have the power of identifying the success or failure of any activity. They have irreplaceable role for successful and sustainable implementation of training and development programmes(Harris and DeSimone,1994:2).

In the case of Ethiopia, the concept of training and development is not a recent phenomenon. The importance of this programme was clearly indicated in the proclamation ratified in 1962 to establish central personnel agency, a body which was responsible for civil servants of the country (Negarit Gazeta, 1962, No. 28). Therefore, the practice at least the introduction of training and development programmes in a formal way dated back to 1962. With this, training and development sections came to existence in government offices to run these programmes. Even

currently, there is commitment on the part of government to improve the capacity of civil servants to achieve better performance so that to enable them competent for higher responsibility through career development (Negarit Gazeta, 2002, No. 8)

In light of the aforementioned reasons, nowadays it is a common practice in many organizations to arrange training and development to update and upgrade the capacity of their employees.

Accordingly, education offices in north shoa zone as government offices in oromia region, arranged training and development programmes for educational personnel in woreda and zone education offices. The success of training and development programmes, among others, depend on genuine analysis of training needs as well as the match between over all organizational objectives and contents of the programmes. Therefore, training and development programmes should consider the objectives of the offices including the needs of employees.

To say few, north shoa zone is found in north west part of oromia region. The capital Fiche is located 110 km from addis Ababa on main road to Gojjam. The area of the zone is estimated to be 1,183,100 hectar with total population of about 1,600, 662 (WBGSHK, 2006:1-2). The education office of the zone including woreda education offices were established in 1993 (1985E.C).

This study is thus, designed to investigate the practices and problems of human resource training and development in north shoa zone education offices. The findings and the conclusions will help zone and woreda education officials how far the programmes are being implemented as per intended objectives. Moreover, the recommendations may also serve as inputs for further efforts in implementing well designed and need based training and development programmes.

1.2 Statement of the Problem

Training and Development programmes play key role to improve employee motivation and job performance by changing behavior in desired direction. Any organization including educational institutions give due emphasis to enhance the capacity of their employees through training and development programmes. As stated by Poulter (1981:4), proper implementation of training and development programmes offer a number of potential benefits for both employees and the organization as a whole.

With the introduction of the 1994 education and training policy in Ethiopia, educational organization and management became decentralized to regional level. Regions, zones and woredas are given the mandate to decide on their own affairs. This requires managerial capacity at all levels of education offices. Therefore, the importance of more qualified workforce became evident so as to be fruitful in performing tasks. Hence, training and development is becoming burning issue in education sector to run the system.

However, the education offices as part of the civil service organizations in Ethiopia faced problems related to implementation of training and development programmes. Most of civil service organizations failed to design appropriate and comprehensive training and development programmes. Evaluation of the outcomes of the programmes was also very poor. The programmes were also implemented in a situation of budget constraints (Bizuneh in Melaku, 2004: 5-6).

The research recently conducted by Federal Civil Service Commission revealed that human resource training and development in civil service is not yet relevant to government policies, programmes and projects. Moreover, there is no clear cut training policy that serves civil service organizations (FCSC: 2007: 6).

North shoa zone is one of the zones found in oromia region. There are sixteen woreda and two town education offices under zone education office. Many efforts have been made to enhance the managerial capacity of educational personnel in woreda and zone education offices. Although so many training and development programmes were arranged to educational personnel in education offices, these programmes have not been studied so far. That is, nothing is known whether or not the programmes are on the right track. As a result, there is no clear picture on the part of educational officials of the zone and woredas about the practices of training and development programmes in the education offices of the zone and the impact on the over all achievement of organizational objectives. Thus, it is timely and important to see the practices and problems of human resource training and development in education offices of north shoa zone. These help educational officials of zone and woredas to know the progress and drawbacks of activities accomplished so as to take corrective measures to run the programmes as per intended. Therefore, at the end of the study, the researcher believes that the following basic questions are going to be answered.

1. What is the current practice of human resource training and development in north shoa zone education offices?
2. To what extent educational managers at zone and woreda education offices have the capacity to run human resource training and development programmes?
3. Have various training and development programmes offered in education offices contributed for achievement of educational goals?
4. How do the targeted beneficiaries perceive the training and development efforts in north shoa zone education offices?
5. What are the major problems encountered in implementing human resource training and development programmes in north shoa zone education offices?

1.3 Objectives of the study

The major objective of this study is to investigate the practices and problems of human resource training and development in education offices of north shoa zone oromia region. More specifically, the following objectives are going to be addressed in the study:

- ❖ Examine how far human resource training and development is exercised in education offices of North shoa zone.
- ❖ Explore problems that may hinder the practice of human resource training and development in the education offices
- ❖ Identify the perception of educational personnel in respective offices regarding human resource training and development

1.4 Significance of the study

The findings of this study will have the following significance for education offices at all levels in the zone:

1. It helps to improve the perception of educational personnel about importance of human resource training and development.
2. It helps educational officials to arrange relevant and timely training and development programmes.
3. It serves the education officials to identify problems that hinder the smooth implementation of human resource training and development programmes
4. It shows direction for those researchers who want to conduct further study in the same or similar areas.

1.5 Delimitation of the study

There are sixteen woredas and two town education offices in North Shoa zone of oromia region. Out of these woredas, to make the study manageable, the study covers only eight woredas and one town

education offices including zone education office. The study also focuses on training and development of educational managers and experts of woreda and zone education offices since the training and development programmes of education offices mainly focuses on these individuals. More over, as staff member of one of education offices in the zone, the researcher believes that there are critical problems to be solved in relation to planning and implementation of training and development programmes.

1.6 Limitation of the Study

Financial problem forced the researcher not to include all of the woreda education offices in the study. The study could have been more complete had all the education offices been included.

1.7 Research Design and Methodology

1.7.1 The Research method

Descriptive survey research method was employed to conduct the study. This method is selected since the researcher believes that it allows gathering several kinds of data broadly in relation to human resource training and development programmes of the zone and woreda education offices. Moreover, as stated by Seyoum and Ayalew(1989:17),this method helps to get an exact description of the current status of any phenomenon. Based on this, the researcher believes that descriptive method is helpful to investigate the practice and problems of human resource training and development in the education offices of north shoa zone.

1.7.2 Source of Data

Primary and secondary data were used as sources for conducting the study. Primary data were obtained from educational managers and experts of the zone and sample woreda education offices. Moreover, reports, educational abstracts and other documents in sample woreda and zone education offices were used as sources of secondary data.

1.7.3 Sampling Techniques

To obtain reliable data and also enable the sample representative enough, out of sixteen woredas and two town education offices, eight woredas and one town (44.4%) were selected randomly using lottery method so as to give the opportunity of equal chance to be selected in the sample. The zone education office was also included in the sample.

According to information obtained from north shoa zone education office, the structure of the offices show that each woreda and town education office has equal number of managers as well as experts. In practice, however, the number of managers and experts in the woreda education offices vary from woreda to woreda. However, the number is manageable to include all the employees as respondents. Therefore, to make the study dependable and since the number is not too large, all of them were included in the study.

The following table indicates selected sample woreda education offices and the number of managers and experts included in the study from each sample woreda education offices and zone education office:

Table A: Sample Woredas, Zone and the Number of Respondents:

Name of the Woreda/Zone	No. of Managers			No. of Experts			Total		
	Population.	Sample	%	Population	Sample	%	Population.	Sample	%
North shoa zone education office	3	3	100	6	6	100	9	9	100
G/Jarso Education Office	3	3	100	6	6	100	9	9	100
Sululta Education Office	3	3	100	6	6	100	9	9	100
Wechale Education Office	3	3	100	13	13	100	16	16	100
D/Libanos Education Office	3	3	100	5	5	100	8	8	100
Y/Gulelie Education Office	3	3	100	7	7	100	10	10	100
Fitche town Education Office	2	2	100	3	3	100	5	5	100
Kuyu Education Office	3	3	100	10	10	100	13	13	100
Degem Education Office	3	3	100	6	6	100	9	9	100
W/Jarso Education Office	3	3	100	7	7	100	10	10	100
Total	29	29	100	69	69	100	98	98	100

1. 7.4 Data Gathering Tools

Questionnaire and document analyses were used to gather information from respondents. A questionnaire with open and more of closed ended question items was prepared based on the review of related literature and basic questions raised. The open ended question items give the respondent the opportunity to state their answers in the way they see appropriate, in their own way and their own words while closed ended question items offer a set of responses from which the respondent has to choose (Sarantakos, 2005:245). The questionnaires were distributed to managers and experts of woreda and zone education offices so that a

sound comparison could be made. More over, available documents in zone and woreda education offices were also consulted to diversify the source of information.

1.7.5 Procedures of Data collection

First, the questionnaires prepared and translated in to Amharic were distributed for pilot testing in two education offices other than sample woredas (Derra and Jidda woreda education offices). This helped to avoid errors related to language and ideas so that to enrich the framed items based on the feedback of returned questionnaires. The distribution and collection of the questionnaires were carried out by the researcher. Analysis of available documents was also made by the researcher himself.

1.7.6 Methods of Data Analysis

The data gathered through questionnaires were analyzed using descriptive statistics. For the sake of convenience, related items were treated together. In analyzing the data the following procedures were used.

First, the response obtained from close-ended items of the questionnaire were identified, tallied and tabulated. The reactions of the respondents were indicated in numbers, percentages and mean scores.

Next, the responses for open ended items of the questionnaire as well as the information gathered from various documents were used to substantiate the analysis. Percentage and mean were used as statistical tools for data analysis. Finally, the major findings of the study were reported and relevant recommendations were also forwarded.

1.8 Definition of Key Terms

Expert – include individuals in the woreda and zone education offices who assume different posts in the offices and entitled as expert.

Human Resource Development – “being broad in scope and focusing on individual gaining of new knowledge and skill useful for both present and future jobs,” (Mathis and Jackson, 1997:282).

Human Resource Training – “is a learning process where by people acquires knowledge to aid in the achievement of goals” (Mathis and Jackson, 1997:282).

Manager – In the context of this study, it refers to the heads, deputy heads, and team leaders of woreda and zone education offices.

Woreda – is lower administrative area next to zone and upper in hierarchy than kebele.

Zone- is an administrative area next to region and upper in hierarchy than woreda.

1.9 Organization of the Study

The study is organized in four chapters. The first chapter deals with the problem and its approach, the second chapter includes review of related literature, the third chapter deals with the presentation and analysis of data, and the fourth chapter includes the summary, conclusion and recommendations part. At the end of the paper, list of reference materials are indicated in bibliography and papers containing important information are also annexed in appendices.

Chapter Two

Review of Related Literature

This chapter deals with the literature review related to the problem under study. It provides theoretical background on human resource training and Development.

2.1 Concept of Training and Development

2.1.1 What is Training?

As of any other terms, training is defined by many authorities using different words. Though it is defined differently, the core concept revolves around enhancing the quality of the performance of individuals so as to be effective in achieving organizational aims and objectives. To start with, to White (1996: 164), training is a learning process that helps to enhance the basic skills employees need to do their job so as to meet the minimum performance standards set by their respective organization. Moreover, training is aimed to equip employees with the knowledge, skills and attitudes that are required for the effective performance of their work (Tyson and York, 1996:141). Still in the words of Mullins (1996:634), "training helps to reconcile the gap between what should happen and what is happening between desired targets or standards and actual levels of work performance." Furthermore, training is a learning experience that leads to relatively permanent change of behavior in the individuals that will improve the ability to perform job (DeCenzo and Stephen, 1988:240).

In general, as stated above, training has a function to enhance the performance of employees so as to be competent enough to effectively carry out their tasks. It helps to update the current job performance of employees. Therefore, Planned and well designed training programmes should be arranged for new or present employees to achieve organizational objectives (Dessler, 1991:254). As stated by Mullins

(1996:636), "... training for its own sake achieves little. It must be real, operational and rewarding.

2.1.2 What is Development?

Just like that of the term training, development is also defined by different authorities based on the area of emphasis to describe the concept well. However, the overall description of the concept remains the same. For Attwood and Dimmock (1996:122), development focuses on enhancing the potential and capabilities of employees not only for the current job but also for future job requirements. In the same way Bernardin (2003:165) describes development as a process of helping individuals to update themselves with the intention to fulfill future job requirements in addition to equip them to perform current jobs.

According to Mathis and Jackson (1997:314), development ensures long lasting benefit to the organization as well as employees. Organizations are benefited from the achievement of their goal through capable employees involved in development programmes while the benefit of employees is gained through career development.

In a nutshell, the above stated definitions show that development is a process of updating and enhancing the potential and capabilities of employees to make them competent in performing current jobs as well as fulfill future job requirements. Development is geared more to fulfill future job requirements though it has an advantage to enhance current job performance.

2.2 The Benefits of Training and Development

As stated by Carry (1992:2), "effective training and development pays back far more than its cost in improved performance." In fact, the benefit of training and development depends on the preparation that is made to implement these programmes. Well designed training and development programmes ensure achievement for the organization and employees (Saiyadain, 1999: 217). On the contrary, poorly designed and irrelevant training and development programmes open door for frustration of employees as well as wastage of resources (Stewart and Stewart, 1985: 72; Gomez-Meija, Balkin and Cardy, 1993: 296).

Accordingly, with the assumption that training and development programmes are mainly designed in a manner that will be fruitful for the organization and employees, Mullins (1996: 63) and Peppit (2004: 74) state the following benefits of training and development:

- Helps to enhance the confidence, motivation and commitment of employees;
- Recognition and more responsibility can be gained in addition to possibility of increased pay and promotion;
- Ensures feeling of personal satisfaction and achievement with the opportunities for career development; and
- Helps to improve the existence and quality of staff.

In the case of Ethiopia, the above mentioned benefits are familiar and the researcher also believes that these points are among the benefits of training and development.

Moreover, quantitative and qualitative increment of production, new skills, knowledge and attitudes gained, reduction of accidents, turnover, absenteeism and scrap rates; easy adaptability to new working methods and technologies; sustainability and growth of an organization and reduction of customer dissatisfaction are among the benefits of training

and development (Kenney and Others, 1983:16; Graham and Bennet , 1998: 282; Cuming, 1999:199; Dwivedi, 1994:143; Cowling and Mailer, 1981:50; Werther and Davis, 1993:305).

To sum up, as stated by different authorities, well designed and implemented training and development programmes play key role for improved organizational performance as well as employee satisfaction and achievement that lead to employees career development. The organization as well as employees can be benefited in different aspects from effective training and development programmes. Therefore, to keep pace with rapid technological changes, training and development programmes should be continuously arranged to keep employees updated and effective (Saiyadain, 1999:217).

2.3 Aspects of Human Resource Training and Development

Human resource training and development can be seen from two angles based on the categories of human resources in organizations. That is, development of those in the managerial position and training as well as development of employees in the organization. Components of training and development like management development and employee training and development are derived from this reality.

2.3.1 Management Development

The performance of management body in any organization is believed to be the corner stone for smooth functioning of organizational activities as well as achievement of organizational goals. To ensure minimum performance standards on the part of managers, the importance of management development is inevitable.

Accordingly, to elaborate the whatness of management development, Graham and Bennet (1993:306) defines it as follows:

A systematic process of development of effective managers at all levels to meet the requirements of an organization, involving an analysis of the present and future management requirements, assessing the existing and potential skills of managers and devising the best means for their development to meet these requirements

As stated above, management development focuses on enhancing the competence of managers for the purpose of present and future management requirements.

To further elaborate, Graham and Bennet state that management development by its nature include:

- Human resources planning so as to identify demand for managers;
- Assessment of the present abilities of managers; and
- Identifying relevant development methods.

Emphasizing on the importance of management development, Mondy and Noe (1990:280) states that, among others, to make sound decisions in the organization, the management should be equipped with required knowledge so that their contribution to the organization will be meaningful and as per expected. This can be obtained through management development. Furthermore, management development helps managers to easily understand their roles and responsibilities so that they will be effective in enhancing the performance of the employees (Mbamba, 1992:1). Besides these, management development enables managers to have the competence to handle any demand of their organization (French, 1990:354).

According to Chandan (1995:184-185), to enable those at managerial positions effective in performing their tasks, making managers alert to keep pace with rapidly changing environment , preparing managers for

career development up in the ladder, and making managers confident enough are among the purpose of management development.

In general, as stated above, management development is a process of involving managers in different learning opportunities to improve their competence so that intended organizational objectives will be achieved through their effective leadership. Therefore, any organization should not be reluctant in arranging such programmes if the ultimate goal is to grow.

2.3.2 Employee Training and Development

Employee training and development programmes best fit to specific organization depends upon a number of factors such as skills required for the jobs to be filled, qualifications of candidates applying for jobs, and the kinds of operating problems confronted by the organization (Pigors and Myers, 1981:283). Since the effectiveness of any organization mainly depend on the competence of its employees, training and development programmes best suited to specific organizational need should be arranged (Mathis and Jackson, 1982:256; Odenwald, 1993:21).

According to Heneman and Others (1989:419), employee training and development is defined as a process of enhancing employees' competence so that their contribution to their organization is reflected through achievement of organizational goal. Moreover, developing skills required to achieve organization goals in the work force and individual employees, making employees to keep pace with the changes in technology and working methods, and preparing employees in the organization for further responsibilities are among the purposes of employee training and development (Tracey, 1984:1).

To wind up, employee training and development focuses on improving the technical competence of employees at the bottom level of organizational hierarchy so that they can do their best for achievement of organizational goals.

2.4 Principles of Training and Development

To be effective in conducting successful training and development programmes, there should be principles that govern the overall activities of the programme.

Accordingly, authorities like Chandan (1985:1791) and Pigors and Myers (1981:287) recommend some governing principles as follows:

- There should be need in the part of the trainees to learn a new skill to improve job performance;
- Promotion or a better job should be arranged to trainees to increase motivation;
- Learning results should be checked by the trainer;
- Feedback should be through learning by doing rather than by listening;
- The material to be learned should be arranged sequentially; and
- Training should be provided in a friendly manner so that self-confidence will be created on the part of trainees.

Moreover, in the words of Peppit (2004:68), commitment to invest in people to improve their performance, planning based on the need analysis and organization's objectives, taking action to train and develop people to provide and make use of the skills required to meet organization's objectives, measuring and evaluating the improvements obtained as a result of training and development activity are the four key principles of training and development.

In general, training and development principles play their own role in the process of training and development since they have the power to direct towards effective implementation of training and development programmes.

2.5 The Process of Training and Development

Training and development is not one shot activity. There are series of interrelated steps to be followed. Overlooking these steps makes the training and development programmes in effective and futile exercise. Training and development as a process include the steps such as identification of training needs, setting training and development objectives, designing training and development programmes, implementing training and development programmes and evaluation of these programmes (Dessler, 1991:255).

2.5.1. Analysis of Training Needs

Training need is a gap in between the requirements of a given job and actual performance of employees. Therefore, identifying training needs is the starting point for managing training process. This is the step to be considered seriously since a proper need analysis is difficult, time consuming and also determinant factor to conduct effective training and development (Wills, 1993:21; Critten, 1993:42). Reviewing an organization's objectives, strategy and financial performance provides the basis for assessing training needs (Darling, 1993:118).

According to DeCenzo and Stephen (1988:240), points such as the goals of the organization, the tasks to be completed, the behaviors expected of the employees, the deficiencies observed in performing the tasks should be considered to come up with appropriate training needs. Due emphasis should be given to these points to come up with appropriate training needs.

Moreover, in adequate job performance or a drop in productivity, a high reject rate or larger than usual scrapage and a rise in a number of accidents reported can warn a manager that training is necessary (DeCenzo and Stephen,1998:240).

Further more, reports of accident, labor turnover, absenteeism, and records of quality control, attitude surveys, and analysis of wage, salary, and disputes including succession plans are among sources of information for training need assessment (Pettman, 1985:87).

2.5.1.1 Benefits of Training and Development Need Analysis

According to Bartram and Gibson (1997:4), training and development need analysis has the following benefits:

- investment in training and development will be need based and focus on specific issues that requires remedy;
- the priority area will easily be identified;
- appropriate methods to meet the needs will be identified;
- training will easily be systematic, planned and also flexible enough to cope with adhoc requests;
- the benefits of training will be measured against the initial costs;
- the contribution of training to organizational growth and success can be recognized.

In general, analysis of training needs is helpful to identify the knowledge, skills and attitude deficiencies in the employees. However, to come up with full-fledged training needs; individuals need, the organization itself and the task performed in the organization should be assessed (Robinson in Abduselam, 2006:25).

2.5.1.2 Approaches for Analysis of Training Needs

2.5.1.2.1 Assessing Organizational Needs.

It is the analysis of the organization as whole. It has great contribution in deciding where training and development is important. To implement effective human resource training and development programmes, an assessment of the organization plays vital role. Audit of the organization should be carried out to identify organizational needs. Issues related to the goals and objectives of the organization, structure of the

organization, roles and tasks within the organizations, organization culture, compensation and communication system, relationships inside and outside the organization, techniques and tools being used as well as leadership are the major points on which the audit of organization emphasize (Simmond, 1995: 152; Harris, 1994: 95-96; Mondy, Noe and Premeaux , 1999: 252).

Besides these, organizational needs analysis focuses on availability of adequate employees with required knowledge, skills and abilities that are important for the organization's goal achievement (Brown, 2002:572).

According to Landale (2004:112) and kubr and prokopenko (1989:153), among others, analysis of records, reports, future trends and opportunity, inter-firm comparison, attitudes and management surveys are techniques used in assessing organizational needs.

To sum up, organizational analysis is an examination of the entire organizational activities. It has the capacity to direct where training and development programmes should be emphasized. It also plays vital role in defining the current position and identifying what is needed in the future.

2.5.1.2.2. Task Analysis

Task analysis refers to an assessment of the tasks performed in organizations. It focuses on analyzing job description, job specification and identifying the knowledge and skills required to perform the tasks in the organization (Court and Eldrige, 2003:245; Dessler 1991:256). Task analysis is also expected to deeply assess different components of jobs in the organization so that decision will be made whether or not employees have the required knowledge and skills to perform the tasks (Saiyadain, 1990:220).

In the words of Dessler (1991:256), task analysis is mainly appropriate to determine training needs of new employees. Particularly, it is applicable to employees at lower-echelon in the organization. Task analysis is a

detailed study of the job itself to determine what specific skills are required so that appropriate training will be arranged.

In general, as task analysis focuses on detail assessment of specific tasks in organizations, it is helpful to pinpoint deficiencies in knowledge and skills in organizations so as to arrange need based training and development programmes.

2.5.1.2.3 Assessing Individual Needs

One of the methods of identifying training needs is individual need assessment. According to Simmond (1995:153), training need of individuals is known when someone failed to meet agreed targets. Individual needs assessment is carried out through immediate manager using some kind of appraisal process, faults reported, past failings.

Moreover, it is considered as cornerstone for other need assessment and helps the management body and employees to identify the deficiencies in performing the tasks in the organization (Kubr and Prokopenko, 1989:30).

To windup, individual needs assessment focuses on determining the training needs of individual employees in the organizations based on the deficiency of knowledge and skills observed. Therefore, organization should give equal credit to individual needs assessment as that of organizational and task analysis.

2.5.2 Setting Training and Development Objectives

Logically, once training and development needs are identified the next step is to set training and development objectives. As stated by Dessler (1997:255), “objectives specify what the trainee should be able to accomplish after successfully completing the training programme. They thus provide a focus for the efforts of both the trainee and the trainer and a benchmark for evaluating the success of the training programmes.” That is, training and development objectives are

descriptions of performance trainees should exhibit before they are considered competent. In the some vein, according to Tyson and York (1996:147) and Mager (1984:10), sound objective training and development. Objectives specify what trainees are able to demonstrate by the end of the training.

Sound training objectives should fulfill the criteria stated below. The objectives should be:

- Expressed in a way that is expected of the trainees (behavioral terms);
- Specific in terms of performance expected, and standard required;
- Measurable and capable of achievement in the time allowed for training;
- Expressed in simple language that clearly states what the trainees should accomplish (Rae, 2003:75; Tyson and York, 1996:147; Kerrigan and Luke, 1987:42).

To conclude, objectives are the core points in the process of training and development in that they give clear direction what is expected of trainees and trainers. Moreover, they are bases for evaluation of training and development programmes. Therefore, training objectives should be set with great care so as to be successful at the end.

2.5.3. Designing Training and Development Programmes

Training and development programme design is described as the process of developing training materials and curricula relevant to the actual training needs identified (Bulter in Melaku, 2004:26). The first step in designing training involves considering the training requirements under three headings. That is, attitudes, skills and knowledge (Graham and Bennet, 1998:286). It requires generating and analyzing different options based on the objectives to be achieved and the economic use of available

resources (Tyson and York, 1996:227). It also refers to converting training needs in to contents and types of training programmes (Saiyadain, 1999:227).

According to Dessler (1997:252), designing training involves developing training materials based on the objectives to be achieved through training and development programmes. Therefore, contents vary according to the purpose and need for training (Saiyadain, 1999:227). Moreover, contents vary based on the level of participants and sequencing the contents is also very important (Saiyadain, 1999:227). Furthermore, the design should illustrate the commitment to training and development (Peppit, 2004:8).

In general, the specific area to be covered, description as well as sequence of content, setting instructional objectives for each topic, preparation of important materials should be given due emphasis in designing training and development programmes (Dessler, 1997:251). Therefore, training design should ensure whether employees are adequately trained to perform their role and understand how their role contributes to the overall organization objectives.

2.5.4 Implementing Training and Development Programmes

This is the phase where the actual training is offered to trainees as per the design. According to (Saiyadain, 1999:228), implementation of training involves the choice of participants as well as whether the training is conducted in an external programme or in company programme. The choice of the location of the training is based on the availability of relevant programmes, number of people to be trained, duration for which the trainees could be taken off the job, timings of training programmes, and the cost.

Moreover, implementation involves planning, preparing and organizing activities and executing. Planning involves facilitating what is required for implementation. (Campagna,1998:128).

During implementation, carefully arranged facilities concerning classroom, accommodation, arrangements for travel and commuting, food and medical care, provide useful aid in making the training programme a success. (Saiyadain,1999:221).

In general, in implementation of training, the issues such as size of the class; ventilation, lightening and seating arrangements; punctuality should be considered. Therefore, in implementing training programmes all necessary requirements should be fulfilled to be successful.

2.5.5 Evaluation of Training and Development Programmes

Evaluation is the last but not the least stage in the process of training and development. It is a process of gathering information with which to make decisions about training activities (Bramle, 1996:5). Evaluation is the most crucial phase not only in assessing the quality of training offered but also to see what future changes in training plan should be made to make it more effective (Saiyandain, 1999:230; Burnham, 1995:59). Moreover, evaluation involves calculating the cost of training by comparing it with financial benefits to the organization from the improved performance of trainees (Graham and Bennet, 1998:288). Evaluation provides an opportunity to fine-tune the activities and methods of training (Forsyth, 2001:95).

2.5.5.1 Purposes of Evaluation of Training and Development Programmes

Evaluation of training and development is not conducted for its own sake. It has a number of purposes. Authorities like Iigan and Pulaks (1999:380); Truelove (2000:125-126); Barnington and Ried (1984:343)

state the purposes of evaluating training and development programmes. Some of these are:

- to provide input into decision making about the status of training courses;
- to provide feedback to trainers, trainees, or training designers regarding course success;
- to provide data to market the training to their organizations or future trainees;
- to determine whether or not the programme was appropriate;
- to identify the strong and weak side of training and development;
- to determine if there are unmet needs;
- To determine the cost effectiveness of training and development.

In general, most of the purposes proposed for evaluation revolve around the effectiveness of training activities, the provision of training and the organizational process that affect training (Bramble, 1996:5). Without evaluation the status of training and development programmes can not be known.

2.5.5.2 Approaches of Evaluating Training and Development Programmes

There are various approaches to be used in evaluating training and development programmes. It ranges from evaluating various aspects of training immediately after the end of training to judging its utility in achieving the goals of the organization including evaluation of training based on basic categories of training outcomes (Pettman, 1985:92; Saiyadain, 1999:230).

To this end, Dessler (1991:274) identify four basic categories of evaluating training outcomes such as reaction, learning, behavior, and result. To Dessler, reaction refers just to evaluate trainees' feeling about the programme. Whether or not they like the programme and consider it worth while. It emphasized on evaluating perception of trainees about the program and its effectiveness. On the other hand, learning is testing

trainees to determine whether or not they learn the principles, skills and facts they were to learn. It emphasizes on evaluating the knowledge, skill obtained and attitudes changed as a result of training. More over, behavior is to measure whether or not behavior on the job is changed because of the training programme. It measures to what extent trainees applied what they acquired from the training in actual job environment. Finally, result focuses on measuring what final out comes were obtained in terms of the training objectives previously set. It is measuring whether or not productivity increased, customers are satisfied, and costs are dropped, etc as a result of training offered.

In general, whatever approach is used to evaluate training and development programmes, its importance is indispensable. It provides feed back about the over all activities of the training to make necessary adjustments to be effective in training and development programmes that will be designed in future.

2.5.5.3 Methods of Evaluation of Training and Development Programmes

There are various methods of evaluating training and development programs. Among these, as stated by Decenzo and Robbins (1988:265), the methods such as test-retest method, pre-post performance method and experimental-control-group method are discussed here under.

Test-retest method is an approach of giving a test to participants before the training programme. After the end of the programme the participants retake the test. This may enable to know the effect of the training on the trainees.

In pre-post performance method, each participant is evaluated prior to training and rated on actual job performance. After the training, the participants are reevaluated. This also enables to evaluate training and development programmes (Decenzo and Robbins, 1988:265).

In experimental – control-group-method, two groups with comparable skills, intelligence and learning abilities are established. They are evaluated on actual job performance. Only the experimental group is given instruction while the control group remains on the job. After the training programme, the two groups are reevaluated. Based on the result obtained the training can be evaluated whether or not it was effective (Decenzo and Robbins, 1988:265).

To sum up, as stated above training and development programmes can be evaluated using different methods such as testing changes in knowledge, skills and attitudes including trainees and trainers reports. Therefore, selection of appropriate methods is very important so that genuine evaluation is made.

2.6 Training and Development Methods

Methods in training and development programmes are means to impart required knowledge and skills to trainees. Effective and efficient training and development programmes are results of appropriate methods. Therefore, after determining employee training needs and setting training objectives, it is logical to think about training and development methods that are used to achieve the intended objectives (Wexley and Latham, 1991:141).

Selection of training methods mainly depend on the nature of the tasks and skills to be learned, the number of trainees and the resources available, cost-effectiveness, learning principles, preferences of trainees and trainers (Dessler, 1991:262; Werther and Davis, 1993:315).

There are varieties of methods that should be selected based on the objectives of the training to be achieved. These methods are included under two major categories known as on and off-the-job training and development methods (Graham and Bennet, 1998:296).

On-the-job training (OJT) involves having a person learn a job by actually performing it on the job (Forsyth, 2001:41). There are several methods under on-the-job training. These methods among others include coaching (understudy), mentoring, and apprenticeship training (Dessler, 1991:263; Wexley and Latham, 1991:141-172).

To say few, mentoring is a process in which experienced employees giving support to less skilled or less experienced employees to promote personal development(Gomez-Mejia,Balkinand Cardy,1995:40).Coaching, however, is a process of enhancing employees performance through face-to-face communication between supervisors and subordinates while job rotation involves systematic movement of employees with the aim of providing exposure to many parts of an organization so that variety of experiences can be gained(Heneman and Others, 1996:438).

On the other hand, off-the-job training takes place a way from normal work situation. The trainees are not regarded as productive workers. The training may be offered at the organization's premises, at a training centers or educational institutions. Lecture, teleconferencing, audiovisual techniques, programmed instruction, equipment simulators, computer assisted instruction are among methods included under off-the-job training (Wexley and Latham 1991:174-194)

These two categories of training and development methods have their own advantage and disadvantages. As stated by Dessler (1991:263) and Martin (1989:45), its relatively inexpensive nature, less interference with production, the opportunity it facilitates learning since trainees learn by actually doing the job and the quick feedback obtained about the performance of trainees are among the advantages of on-the-job training. Its disadvantages include the likely exposure of trainees to reluctant (poor) teacher, problems related to result oriented payment to trainer and trainees, selection of irrelevant methods, un comfortable training under production conditions and damage of valuable materials (Graham and Bennet, 1998:287; Davies, 2003:251-262).

Similarly, the advantages of off-the-job training among others include the provision of training by specialist instructors and freedom from the pressure of payment-by-results scheme. On the other hand, its expensive nature, its irrelevant nature to some types of training which require the actual working environment and the problem related to transfer of learning from training equipment to production equipment are considered as disadvantages of off-the-job training (Dessler, 1991:263).

In general, training and development methods play key role to achieve the intended objectives set in training and development programmes. Therefore, selection of appropriate methods should not be overlooked to implement effective and efficient training and development programmes.

2.7 Problems of Human Resource Training and Development Programmes

Human resource training and development is complicated endeavor that is constrained by different problems. The financial problem that arises from its expensive nature is the the major one. Most of the time organizations have no adequate budget for this task. This has impact on the quality of the training programme (Martin, 1989:6).

Besides, the attitude of managers on training can also be cited as problem. Some managers go to the extent of disturbing the training sequences by postponing or canceling classes. This emerges from underestimating the benefit of training (Saiyadain, 1999:229).

According to (White, 1996:164), considering training as one-off process that takes place when a person first joins the organization or takes a new function is considered as a major problem related to human resource training and development. Moreover, skills training tends be restricted to the basic skills with little attempt to impart more advanced skills.

Furthermore, training for the sake of training, training just to fulfill the expectation of employees without importance is among the problems of human resource training and development (Martin, 1999:6).

In short, human resource training and development is constrained by shortage of resources, financial problems, attitudes of managers. Therefore, attention should be paid to alleviate these problems to have successful training programmes.

2.8 An Over View of the History of Ethiopian Civil Service

The Ethiopian civil service was formally established during the reign of Menelik in 1907 with the aim of ensuring orderly and efficient arrangements of government activities. However, the then weak leadership made the civil service to be handicapped. Later, during the reign of Haile Selassie, attempts were made to restructure the civil service so that efficient civil service governed by specified rules and procedures could be evolved. Similarly, the very nature of the regime hindered the civil service not to deliver the intended service to the public (Clapham in Getachew and Common, 2006:5).

Later, according to Meheret in Getachew and Common (2006:5), the Dergue 'Socialist' regime (1974-1991) came to power. The regime is characterized by increase in corruption, in efficient service delivery and routine neglect of the due process of law in matters of public concern. It was the coalition of Military/bureaucratic dictatorship which failed to rearrange the civil service to deliver intended service to the public.

In 1991, after EPRDF (The current ruling party) came to power, civil service reform programme was introduced to effect "a policy of transition from the old practice of single party hegemony to a multiparty system, and changing the centrally planned economic model to a market variant"(Getachew and Common, 2006:6).

In general, the Ethiopian civil service with the age of almost 100 years passed through series of up and downs to reach the current civil service which is on the way to bring fair and efficient service delivery.

In relation to training and development, the issue was given due emphasis with the establishment of central personnel agency in 1962 the body which was responsible for civil servants. Details with regard to implementation of human resource training and development were included in the proclamation ratified in 1962 to establish the agency (Negarit Gazeta, 1962:N0.8).

Despite attempts were made to implement human resource training and development programmes in the Ethiopian civil service, the programmes were not based on assessment of training needs. More over, the federal management institute including regional civil service training institutions was constrained by finance, material and skilled man power(MCB,1998).

Even recently, the research findings show that the greater percentage of human resource training and development in civil service is not yet relevant to government policies, programmes and projects. More over, the training and development in Ethiopian civil service still faced the problems related to absence of clear-cut training and development policy, haphazard and un systematic way of conducting training, absence of training and development sections in public organizations including guidelines for training needs analysis, weak collaboration between training institutions and the clients, misconception of training and development with education, lack of service orientation and motivation, and misplacement of priority areas of training and development (FCSA:2007:6).

In general, the training and development in Ethiopian civil service is still constrained in different aspects. Specifically, problems related to relevance and priority of trainings, weak communication of institutions with clients and absence of training and development policy are apparent

and mechanisms should also be set so that efficient and effective training and development programmes can be implemented.

CHAPTER THREE

3. Presentation and Analysis of Data

This chapter deals with presentation and analysis of the data collected from respondents. The data obtained through questionnaire and document observation were analysed in line with basic question raised.

3.1 Characteristics of Respondents

A total of 98 questionnaires were distributed to experts and managers of the zone and woreda education offices that were included in the sample. Out of 29 questionnaires distributed to managers, all (100%) were returned. From 69 questionnaires that were distributed to experts, 60 questionnaires were returned. In general, 89 (90.8%) questionnaires were filled in and returned. Based on the responses obtained, the analysis is made as follows. Tables with their own headings were also used so that related items can be treated under one category.

As one can understand, characteristics of individuals have their own impact on the performance of any organizational activities. With this assumption, the researcher tried to analyse the respondents' sex, age, educational qualification, and area of specialization, work experience of current positions as well as the office in general.

Table I: Characteristics of Respondents

No.	Items	Respondents					
		Experts		Managers		Total	
		No	%	No	%	No	%
1	Sex:						
	Male	55	91.7	29	100	84	94.3
	Female	5	8.3	-	-	5	5.7
	Total	60	100	29	100	89	100
2	Age(in years):						
	18-24	-	-	-	-	-	-
	25-34	8	13.3	5	17.2	13	14.7
	35-44	32	53.3	11	38	43	48.3
	45-54	20	33.4	13	44.8	33	37
	55-60						
	Total	60	100	29	100	89	100
3	Educational qualification						
	TTI	11	18.3	1	3.4	12	13.5
	Diploma	45	75	15	51.7	60	67.4
	First degree	4	6.7	12	41.4	16	17.9
	2 nd Degree			1	3.5	1	1.2
	Total	60	100	29	100	89	100
4	Area of Specialization:-						
	Management	8	13.3	5	13	13	14.6
	EdPM	4	6.7	4	8	8	9
	Accounting	1	1.7	1	2	2	2.2
	Teaching	47	78.3	19	66	66	74.2
	Total	60	100	29	89	89	100
5	Work experience on current position (in years):-						
	1-5	51	85	25	86.2	76	85.4
	6-9	3	5	-	-	3	3.4
	10 and above	6	10	4	13.8	10	11.2
	Total	60	100	29	100	89	100
6	Work experience in the office (in years):						
	1-5	-	-	-	-	-	-
	6-9	3	5	5	17.2	8	9
	10 and above	57	95	24	82.8	81	91
	Total	60	100	29	100	89	100

As can be seen in table I above, 55 (91.7%) of the experts and all of the managers (29) are males. Only 5 (8.3%) of experts are females. No females at all in managerial position. This extremely low proportion of females might be the reflection of low enrolment rate of girls' education in the country for long period in the past though improvements are observed recently.

With regard to age distribution, 56 (63%) of the experts and managers are within the age category of 25-44 years, only 33 (37%) of the respondents are in between the age of 45-54 years. Therefore, the work force in these offices is in a position to perform the tasks in the office well with out any pressure related to age caused problems. The researcher believes that they can understand the importance of human resource training and development and react well regarding the practices in their offices.

Diploma took the lion share of the educational qualification of respondents, i.e. 67.4%. Only 16 (17.9%) are first degree holders and 1 (1.2%) is graduated with MA. Among first degree holders, 12 (41.4%) is the managers share. Only 4 (6.7%) of experts are first degree holders.

In general, most of the employees in the offices are diploma holders while few employees are with first degree and TTI certificate. Only one employee is second degree holder. Therefore, the educational Qualification of most of the respondents ensures that they can shoulder the responsibilities of their offices.

With regard to area of specialization of the respondents, 66 (74.2%) are graduates of different teaching streams. Only 13 (14.6%), 8(9%) and 2 (2.2%) are graduates of management, educational planning and management, and accounting respectively. This shows that the origins of most employees are schools which enable them to handle schools well based on their experience.

In relation to experience, 76(85.4% of the respondents served in their current position for only 1-5 years. This shows that there is repetitive structural adjustment in the offices which might have impact on securing experienced individuals in some positions. However, 81 (91%)

of the respondents served in the offices for 10 years and above which shows the experience of employees in the education sector. This helps the researcher to obtain dependable information.

In general, the profile of the respondents' show that they can react well with full knowledge on the issues related to the problem under study.

In general, the profile of the respondents' shows that they can react well with the issues related to the problem under study.

3.2 Analysis of the practice of human resource training and Development

As it is discussed well in previous chapters, human resource training and development as a process comprises of different components. It ranges from identifying training and development needs up to evaluation of trainings offered. Therefore, it is logical to raise questions that help to analyse the overall practice of human resource training and development in education offices under study. Based on this assumption, issues related to training and development needs assessment, objectives and methods of training and development, evaluation of training and development programmes, selection criteria of trainees and trainings offered were raised and analysed as follows based on the response of respondents and documents observed.

3.2.1 General Points on Human Resource Training and development

To implement human resource training and development programmes, there should be responsible body that take part in such endeavour. There should also be training and development policy that helps as a guideline to successfully implement training and development programmes, therefore, to know about such issues questions were raised to respondents of sample education offices and the responses were analysed as follows.

Table II: Availability of Designated Unit and Policy for Human Resource Training and Development

No	Items	Respondents					
		Experts		Managers		Total	
		No	%	No	%	No	%
1	Availability of training and development sections in the offices?						
	a. Yes	57	95	29	100	86	96.6
	b. No	3	5	-	-	3	3.4
	Total	60	100	29	100	89	100
2	If 'yes', the responsibility of the section?						
	a. Identifying training and development needs	9	15.8	2	6.9	11	12.8
	b. Designing training and development programs	2	3.5	1	3.4	3	3.5
	c. Facilitating implementation of training and development needs	12	21	5	17.2	17	19.7
	d. Evaluating training and development programs	-	-	1	3.5	1	1.2
	e. a and c	34	59.7	20	69	54	62.8
Total	57	100	29	100	86	100	
3	The presence of training and development policy in the offices?						
	a. Yes	-	-	-	-	-	-
	b. No	60	100	29	100	89	100
Total	60	100	29	100	86	100	
4	If 'no', what is the reason?						
	a. Lack of awareness about its importance	55	92	29	100	84	94
	b. Absence of qualified personnel to prepare the policy?	5	8	-	-	5	6
	c. Problem related to budget						
Total	60	100	29	100	89	100	

With regard to question that was raised to know the presence of training development section in the offices, 86(96.6%) of the total respondents with no as such major difference between experts and managers confirmed that there is training and development section in the offices. This shows that there is responsible body in education offices to implement training and development programmes. In relation to this, as it is indicated in table II, question item 2, out of 86 respondents confirmed the presence of training and development section, 54 (62.8%) replied that the responsibility of the section is mainly focus on both identifying training and development needs as well as facilitating

implementation of training and development programmes. However, insignificant proportions of both types of respondents replied that designing and evaluating of training and development programmes are among the responsibilities of the section. There fore, the response of the majority of the total respondents indicates training and development sections in the offices mainly focus on identifying training and development needs as well as facilitating implementation of training and development programmes with no attention given to designing and evaluating of training and development programmes. This contradicts with the idea of Dessler (1991:255) which says training and development as a process should include identification of needs, setting objectives, as well as designing, implementing and evaluating of training and development programmes.

Question was also raised to know whether or not training policy is there in the offices. The response given by both types of respondents indicated that there is no training policy. All of the respondents attributed the reason to lack of awareness about its importance. Moreover, some respondents expect training policy document to be prepared at regional or federal level. Some respondents also misunderstood selection criteria of trainees with training policy. In general, since such policy is a cornerstone to implement successful training and development programmes, its importance is not debateable. However, there is no any guideline of trainings in the offices. So, the response shows that programmes in these offices were implemented with out guidelines.

3.2.2 Training and Development Need Assessment

The importance of training and development need assessment is described in the literature review part of this paper. According to the idea of different authorities, training and development need assessment is the first phase in the implementation of training and development programmes. Therefore, to know how far training and development need assessment is exercised in the education offices under study, questions related to such issues were raised. The responses were analysed as follows based on the data presented in tables III and IV below. The responses in table III were analysed using percentage while the response in table IV were analysed by calculating the mean since response given in rating scales are more appropriate to such analysis. The rating scales strongly agree =5, agree =4, fairly agree =3, disagree = 2 and strongly disagree = 1 were options given to respondents. Accordingly, the following interpretations were given to calculated means. 4.5-5.0 strongly agree, 3.5 -4.49 = agree, 2.50-3.49 = fairly agree, 1.50-2.49= disagree 1.00 -1.49 = strongly disagree. The weight given as well as the interpretations will also be applied for tables VII, IX, and X.

Table III: Issues Related to Training and Development Need Assessment

No	Items	Respondents					
		Experts		Managers		Total	
		No	%	No	%	No	%
1	Whether there is the practice of training and development needs assessment in the offices?						
	a. Yes	49	81.7	29	100	78	87.6
	b. No	11	18.3	-	-	11	12.4
	Total	60	100	29	100	89	100
2	The approaches the offices use to assess training and development needs?						
	a. Organizational analysis	38	77.5	25	86.2	63	80.8
	b. Individual analysis	4	8.2	1	3.4	5	6.4
	c. Task analysis	7	14.3	3	10.4	10	12.8
Total	49	100	29	100	78	100	
3	The reason for absence of training and development need assessment						
	a. Absence of qualified man power						
	b. Financial constraints						
	c. Reluctant behaviour of managers	11	100	-	-	11	100
Total	11	100	-	-	11	100	
4	The techniques used to gather data for analysis of training and development needs?						
	a. Analysis of records and reports	41	83.7	26	89.7	67	85.9
	b. Conducting surveys	2	4.1	-	-	2	2.5
	c. Performance evaluation	6	12.2	3	10.3	9	11.6
	d. Discussion with employees	-	-	-	-	-	-
Total	49	100	29	100	78	100	
5	The criteria to prioritize the needs?						
	a. Availability of budget	10	20.4	6	20.7	16	20.5
	b. Importance and urgency of the need	5	10.2	4	13.7	9	11.5
	c. trainees capability and motivation	-	-	-	-	-	-
	d. Availability of training institutions	-	-	-	-	-	-
	e. All identified needs are equally treated	-	-	-	-	-	-
	f. a and b	34	69.4	19	65.6	53	68
Total	49	100	29	100	78	100	

As indicated above in Table III, question was raised to know the presence of training and development need assessment in the offices. Accordingly, 49 (81.7%) of the experts and all of the managers (100%) replied that there is the practice of training and development need assessment in

their offices. Only 11 (12.4%) of the overall respondents disagreed on this point and all of them attributed the reason to reluctant behaviour of managers. Therefore, the documents the researcher observed and the responses of the majority of the respondents reveal that there is the practice of training and development need assessment in the offices.

Further question was also raised to know the approaches the offices use to assess training and development needs. As indicated in the table III, question item 2, out of 49 experts confirmed the practice of training and development need assessment, 38 (77.5%) replied that organizational analysis is mainly used as an approach to assess training and development needs. Similarly 25 (86.2%) of the managers took the same position. In general, out of 78 of both of the respondents 63 (80.8%) replied that organizational analysis is the dominant approach the offices use to assess training and development needs. However in significant proportion of the respondents replied that individual and task analysis are also used as approaches to assess training and development needs. Therefore, the responses of the majority of the total respondents show that the offices mainly use the approach of analyzing the organization as a whole by over looking the benefit of individual and task analysis. However, to come up with full-fledged training needs, the organization as a whole, the task performed, and the skills required of individual employees should be analysed (Robinson in Abduselam,2006:25).

Regarding the questions raised to know the techniques used to gather data for analysis of training and development needs, 41 (83.7%) of experts and 26 (89.7%) of managers replied that records and reports are used to gather data for training and development needs assessment. Only 2.5% and 11.6% of the total respondents replied that surveys and performance evaluation respectively are used as techniques to gather data for needs assessment. Based on the responses of the majority of

respondents, it is simple to say that the offices mainly depend on analysis of records and reports to gather data for training and development need assessment with less attention given to other techniques such as conducting surveys, performance evaluation and discussion with employees.

As indicated in table III, item 5, question was raised to differentiate the criteria used to prioritize training and development needs. Accordingly, 53(68%) of the total respondents responded that availability of budget and importance as well as urgency of the need are considered to prioritize the needs. However, 16 (20.5%) and 9 (11.5%) of the total respondents believed that availability of budget as well as importance and urgency of the need respectively are used to prioritize the needs. Therefore, the responses of the majority of experts and managers indicate that availability of budget as well as importance and urgency of the needs are the main focus of the offices to prioritize training and development needs.

Table IV: Responsible Body and Aspects Considered for Training and Development Need Assessment

N o	Items	Respondents												
		Experts						Managers						Over all X
		Rating scale						Rating Scale						
		5	4	3	2	1	X	5	4	3	2	1	X	
1	All members of the offices	3	3	4	36	14	2.08	3	23	3	-	-	4.0	
2	Immediate supervisors	5	44	2	3	6	3.65	-	3	17	6	3	2.68	3.33
3	As and when a gap exists between actual and expected performance	5	33	16	4	2	3.58	27	2	-	-	-	4.93	4.01
4	Based on the objectives to be achieved in the office.	9	39	3	6	3	3.75	24	5	-	-	-	4.82	4.09

Strongly agree =5, Agree =4, Fairly agree =3, Disagree = 2 and Strongly disagree = 1

X= Mean

Respondents were asked to give their opinion whether or not all members of their offices have the opportunity to identify their own training and development needs. Based on the options set to rate question item 1 in Table IV, the mean value 2.08 reveals that the experts disagreed on the point that member of their offices were given the opportunity to identify their own training and development needs. Paradoxically, the mean value 4.0 indicates that most of the managers agreed on this point. Though the overall mean 2.7 shows the fair agreement of the total respondents, the difference between the two types of respondents forced the researcher to make further investigation. Therefore, in attempt to observe records of different section related to training and development need assessment, no any evidence was found that assured the opportunity employees have to identify their own training and development needs. Thus, based on the responses of most of the experts and absence of objective evidence that substantiates the responses of the managers, it can be said that employees were not given as such full responsibility to identify their own training and development needs.

For the question raised to check whether or not immediate supervisors are responsible to identify training and development needs, the mean value 3.65 illustrates that experts agreed on the this point. Similarly, with no as such big difference, the mean value 2.68 indicates that managers also fairly agreed on the power immediate supervisors have to identify training and development needs. In general with some reservation on part of the managers, the over all mean 3.33 ensures that there is a common understanding between the managers and experts on dominant power immediate supervisors have in identifying training and development needs of employees. Therefore, the responses show that immediate supervisors are in a position to decide on training and development needs of employees.

Respondents were also asked to rate if training and development needs were identified when there is a gap between the requirements of a given job and actual performance. As indicated in table IV, item 3, the mean value 3.58 depicts that experts agreed with this way of training and development needs identification. Similarly, managers also strongly agreed on this point which is explained by the mean value 4.93. In general, the overall mean 4.01 shows that most of the respondents agreed that training and development needs are identified when there is gap between requirements of a given job and actual performance. The response matches with the idea that training need is a gap between the requirements of a given job and actual performance of employees (Critten, 1993, 42).

With regard to the question raised to know whether or not objectives to be achieved in the offices were considered in the analysis of training and development needs, the mean value 3.75 shows that experts agreed on this point. With not as such major difference, the mean value 4.82 indicates that managers also strongly agreed that analysis of training and development needs are based on the objectives to be achieved in the offices. Therefore, as can be seen from the responses of the respondents, the overall objectives of the offices are considered to analyse training and development needs of employees in respective offices. It is in line with the idea of Darling (1993:118), which says objectives are basis for assessing training needs.

3.2.3 Training and Development Objectives

As it is mentioned by different authorities and included in the literature part of this paper, objectives of training and development programmes clearly specify what is expected of trainees after completing training and development programmes. Therefore, training and development objectives are immediate points to be considered after training and

development needs assessment. Based on this assumption, questions related to training and development objectives were raised to respondents. The responses of the respondents were analysed as follows based on the data included in the table V below.

Table V: Views on Training and Development Objectives

No	Items	Respondents					
		Experts		Managers		Total	
		No	%	No	%	No	%
1	Whether training and development programmes have been designed since 1997E.C?						
	a. Yes	53	88.3	29	100	82	92.1
	b. No	7	11.7	-	-	7	7.9
	Total	60	100	29	100	89	100
2	If 'yes', were objectives set for training and development programs?						
	a. Yes	42	79.2	29	100	71	86.6
	b. No	11	20.8	-	-	11	13.4
	Total	53	100	29	100	82	100
3	If the objectives were set, what were the objectives?						
	a. To introduce new working methods and technologies to employees.	4	9.5	2	6.9	6	8.5
	b. To enhance the competence of experts.	2	4.8	1	3.4	3	4.2
	c. To improve the competence of management body.	1	2.4	2	6.9	3	4.2
	d. All of the above	35	83.3	24	82.8	59	83.1
	Total	42	100	29	100	71	100
4	Were the objectives specific in terms of performance expected, measurable and expressed in simple language?						
	a. Yes	35	83.3	29	100	64	90.1
	b. No	7	16.7	-	-	7	9.9
	Total	42	100	29	100	71	100

To raise questions related to training and development objectives, it is logical to pose question that enable to know whether or not the offices have designed training and development programmes at least for the last three years. As can be seen in Table V, item 1, 53(88.3%) of experts and 29 (100%) of managers assured that their respective offices have

designed training and development programmes before. In significant proportion of the experts took the opposite position. Therefore, from the responses of the majority of both types of respondents one can say that the offices have designed training and development programmes for its employees.

To start with, question was raised whether or not the offices set objectives before designing training and development programmes. Out of 60 experts who replied that their offices have designed training and development programmes, 42 (79.2%) of them agreed that objectives are set before designing training and development programmes. Similarly, 29 (100%) of managers took the same position. This shows that the majority of experts and managers have similar view that objectives are set before coming to design training and development programmes. Only 11 (13.4%) of the total respondents responded negatively. Therefore, in the process of implementing training and development programmes, setting objectives are taken as pre conditions to design training and development programmes in the offices which fully match with what have been said by authorities in the literature review.

Further question was also raised to know the types of objectives that have been set. Accordingly, out of 42 experts who agreed that objectives are set before designing training and development programmes, 35(83.3%) replied that to introduce new working methods and technologies to employees, to enhance and improve the competence of experts and management body were the objectives of training and development programmes. Similarly, 24 (82.8%) of managers agreed with these responses. These figures reveal that the managers and experts have almost the same view. Therefore, the response of the majority of respondents indicate that the offices set objective that mainly focus on improving and enhancing the competence of managers and experts

including to introduce new working methods and technologies to employees.

Finally, question related to measurability of objectives and language utilization was raised. Accordingly, 35(83.3%) of experts and 29(100%) managers replied that the objectives were specific in terms of performance expected, measurable and expressed in simple language. No big significant difference is observed between the experts and managers, that is 64 (90.1%) of total respondents agreed on this point. Therefore, from the responses obtained from the majority of experts and all managers, the training objectives set by the offices are specific, measurable and simple in language utilization which is in line with what have been suggested by authorities.

3.2.4 Implementation of Training and Development Programmes

Training and development programmes are implemented after objectives are set and the programmes are designed. The implementation of training and development programmes comes after the programmes are designed. There should be responsible body to arrange such programmes. The types of training and development programmes should also be known based on the objectives set. To this end, questions related to these issues were raised and the response were analysed based on the data included in the following table.

Table VI: Views on Trainings Offered.

No	Items	Respondents					
		Experts		Managers		Total	
		No	%	No	%	No	%
1	Whether the employees have got the opportunity of training and development since 1997 E.C? a. Yes	53	88.3	29	100	82	92.1
	b. No	7	11.7	-	-	7	7.9
	Total	60	100	29	100	89	100
2	If 'yes', the body responsible to arrange the programme a. Your office	-	-	-	-	-	-
	b. Oromia Education Bureau	38	71.7	20	69	58	70.7
	c. Oromia Capacity Building Office	4	7.5	2	6.9	6	7.3
	d. Ministry of Education	1	1.9	2	6.9	3	3.7
	e. b and d	10	18.9	5	17.2	15	18.3
	Total	53	100	29	100	82	100
3	The types of training and development programmes? a. Short term trainings.	3	5.6	3	10.3	6	7.3
	b. Distance education	2	3.8	2	6.9	4	4.9
	c. On-the-job training	2	3.8	8	27.6	10	12.2
	d. Visit of educational institutions	2	3.8	-	-	2	2.4
	e. a and b	44	83	16	55.2	60	73.2
	Total	53	100	29	100	82	100

As can be seen in Table VI, item 1, respondents were asked whether or not they have got the opportunity of training and development since 1997E.C. Accordingly, 53(88.3%) of experts and 29 (100%) of managers agreed as they have got the opportunity. No as such big difference is seen between the responses of experts and managers. Therefore, based on the responses of the majority of the respondents it can be said that the majority of experts and all managers have got the opportunity of training and development in their offices.

To further understand about the trainings offered, the respondent were asked to identify the body responsible to arrange the training and development programmes they have participated. As indicated in Table VI, item 2, 38 (71.7%) of experts and 20 (69%) of managers replied that the training and development programmes were arranged by Oromia

Education Bureau. Very few respondents cited Oromia Capacity Building Bureau and Ministry of Education as a responsible body to arrange training and development programmes. No respondent at all cite his/her office in arranging training and development programmes. This shows that the offices didn't arrange and implement training and development programmes by them selves. Rather, they made analysis of needs and facilitate for implementation of training and development programme designed by Oromia Education Bureau. In general, as observed from the response of the majority of experts and managers, the Oromia education bureau took the lion share in arranging different training and development programmes for education offices in the zone.

Respondents were also asked the types of training and development programmes they have participated. The majority of the respondents, that is, 44 (83%) of experts and 16 (55.2%) of managers replied that short term trainings and distance education are the types of trainings and development they have participated. Few managers, that is, 8(27.6%) replied on-the-job training as one type of training and development programme. In general, from the majority of respondent's response short term trainings such as work shops, seminars and conference including distance education dominated other types of training and development programmes in the offices.

3.2.5 Training and Development Methods

As it is mentioned earlier in the literature part of this paper, methods are instruments to impart required knowledge and skills to trainees. Therefore, appropriate methods should be selected to be effective in implementation of training and development programmes. With this in mind, questions related to selection of methods were raised to respondents. The analysis is made as follows based on responses of respondents organized in the table below.

Table VII: Training and Development Methods.

No	Items	Respondents					
		Experts		Managers		Total	
		No	%	No	%	No	%
1	Aspects considered for the selection of methods?						
	a. The nature of the tasks and skills to be learned.	41	77.4	19	65.5	60	73.2
	b. The number of trainees and the resources available	8	15	5	17.3	13	15.8
	c. Cost effectiveness of the methods	1	1.9	3	10.3	4	4.9
	d. Performances of trainees and trainers	3	5.7	2	6.9	5	6.1
	e. No points were considered	-	-	-	-	-	-
	Total	53	100	29	100	82	100
2	Methods under on-the-job category applied to implement training programs in the offices?						
	a. Mentoring	-	-	13	44.8	13	15.8
	b. Coaching	2	3.8	16	55.2	18	22
	c. Job rotation	-	-	-	-	-	-
	d. Computer based training	-	-	-	-	-	-
	e. No on the job training is applied	51	96.2	-	-	51	62.2
	Total	53	100	29	100	82	100
3	Methods under off-the-job category applied to implement training and development programs in the offices?	40	75.5	21	72	61	74.4
	a. Lecture	-	-	-	-	-	-
	b. Video conference	8	15	2	7	10	12.2
	c. Audiovisual techniques	5	9.5	6	21	11	13.4
	d. Programmed instruction						
	Total	53	100	29	100	82	100
	a. Less attention given to orientation	49	90.7	-	-	49	91
	b. Assuming the program is costly and time consuming.	-	-	-	-	-	-
	Total	54	100	-	-	54	100

Methods of training and development are not selected arbitrarily. Some points should be considered to select appropriate methods. Based on this assumption, respondents were asked to react on aspects their offices considered to select training and development programmes. As indicated in table VII, item 1, out of 53 experts who agreed on the implementation of training and development programmes in their office since 1997 E.C, 41 (77.4%) of experts and 19 (65.5%) of managers replied that the offices emphasize on the nature of the tasks and skills to be learned to select training and development methods. Though 5 (17.3%) of managers replied that the number of trainees and the availability of resources are considered for selection of training and development methods, there is no as such big difference between the experts and managers regarding the points considered to select training and development methods. Therefore,

based on the responses of the majority of respondents, it can be said that the nature of tasks and skills to be learned are the major points to be considered to select training and development methods.

The respondents were also asked to reply about the method under on-the-job category their offices applied to implement training and development programs. As clearly observed in Table VII, item 2, 51 (96.2%) of experts took the position that there is no any on-the-job training in the offices. However, 13 (44.8%) and 16 (55.2%) of managers replied monitoring and coaching respectively are the methods under on-the-job training category applied in the offices. There is difference between the two types of respondents. To check the reality, the researcher tried to observe documents that can justify the application of on-the-job training in the offices. However, there is no any document that can convince the researcher about the implementation of on-the-job trainings in the offices. Therefore, based on the response of the overwhelming majority of experts and documents analysed, it can be said that the offices did not apply any on-the-job training methods.

As indicated in the table above, question was also raised to know the methods under-off-the-job training category the offices use to implement training and development programmes. The responses of this question reveals that 40 (75.5%) of experts and 21 (72%) of managers with no such major difference between them replied lecture is the dominant methods used in the offices in implementing training and development programmes. Even though there are respondents who replied audiovisual techniques and programmed instruction are also applied, the majority of respondents emphasized lecture. Therefore, lecture is used dominantly in the offices to implement training and development programmes.

3.2.6 Evaluation of Training and Development Programmes

Evaluation of training and development programmes helps not only to assess the quality of the trainings offered but also to gather information about changes that will be made in training plan to make it more effective. Therefore, evaluation has irreplaceable role to implement effective training and development programmes. Based on this assumption, questions related to evaluation of training and development programmes were raised to respondents and their responses were analysed as follows depending on the information presented in the table below.

Table VIII: Ratings on Availability of Conditions for the Evaluation of Training and Development Programmes

No	Items	Respondents												
		Experts						Managers						Over all X
		Rating scale						Rating Scale						
		5	4	3	2	1	X	5	4	3	2	1	X	
1	The availability of adaptable records about the participants of any training and development programmes.	8	41	4	2	5	3.75	3	21	5	-	-	3.93	
2	An experience of evaluating training and development programmes in the offices.	2	4	4	39	11	2.11	-	17	10	2	-	3.51	2.57
3	The availability of standardized formats to evaluate the outcome of training and development programmes.	2	2	2	36	18	1.9	-	-	12	17	-	2.41	2.07
4	The commitment of trainees to give feed back about the outcome of training and development programs.	3	4	3	43	7	2.21	-	-	6	20	3	2.1	2.17

Strongly agree =5, Agree =4, Fairly agree =3, Disagree = 2 and Strongly disagree = 1, X= Mean

The respondents were asked to react on the presence of adaptable records about the participants of training and development programmes implemented in their offices. Accordingly, as indicated in table VIII, item 1, the mean value 3.75 reveals that experts agreed on the presence of adaptable records in the offices. With no as such debatable difference, the managers also agreed on the point with the mean value of 3.93. In general, the overall mean value of the total respondents 3.89 and the documents observed by the researcher shows that there are adaptable records about the participants of training and development programmes implemented in the offices.

Question was also raised to know whether or not evaluation of training and development programmes was there in the offices. As can be seen in Table VIII, item 2, experts disagreed with the mean value of 2.11 that evaluation of training and development programmes were not carried out in their offices. On the contrary, the mean value 3.51 reveals the agreement of managers on this point. From the observation made and personal experience of the researcher as head of one education office in the zone, the response of the managers seems just to cover the reality. Therefore, based on the responses of the majority of the experts and documents observed it can be said that there is no experience of evaluating training and development programmes in the offices.

As indicated in Table VIII, item 3, one of the questions raised to respondents was the availability of standardized formats to evaluate the outcome of training and development programmes. Both the experts and managers disagreed on this point with the mean value of 1.9 and 2.41 respectively. The response of managers contradicts with the response they gave to question item 2 which justify the suspicion of the researcher. In general, the majority of both of the respondents disagreed on the availability of standardized formats to evaluate training and

development programmes in the offices. Therefore, it can be said that no formats are there in the offices to evaluate training and development programmes.

The commitment trainees has to give feed back about the out come of training and development programmes was one of the questions raised to respondents. As illustrated in question item 4, table VIII above, both experts and managers disagreed with the mean value 2.21 and 2.17 respectively. Therefore, based on the responses of the respondents, one can say that trainees are not committed to give feed back about the outcome of training and development programmes.

3.2.7 Selection Criteria of Trainees

As one expects, to implement training and development programmes, there should be trainees that lack competence to perform their tasks or individuals that will be introduced to new working methods and technologies. In selecting individuals to train them, fair and well communicated criteria should be developed so that intended objectives of training and development programmes are achieved. In line of this, question related to selection criteria were raised to respondents as follows and the analysis was made based on the data presented in the table below.

Table IX: Selection Criteria of Trainees.

No	Items	Respondents												
		Experts						Managers						
		Rating scale						Rating Scale						
		5	4	3	2	1	X	5	4	3	2	1	X	Over all X
1	The office has criteria to select trainees for training	2	35	12	6	5	3.38	7	19	3	-	-	4.13	3.62
2	The selection criteria are fully known by all employees	6	44	3	4	3	3.76	4	23	2	-	-	4.06	3.85
3	Selection for training used as incentive rather than to enhance competence.	2	32	9	14	3	3.26	-	-	-	20	9	1.68	2.74
4	Selection for training based on personal relations.	2	1	12	41	4	2.26	-	-	-	2	27	1.06	1.87

Strongly agree =5, Agree =4, Fairly agree =3, Disagree = 2 and Strongly disagree = 1

X= Mean

For the question raised to know the presence of selection criteria of trainees, the experts fairly agreed with the mean value 3.38 while the mean value of 4.13 shows the agreement of managers. Though the fair agreement of experts on this point shows as there is difference in degree of agreement with that of managers, the total picture of the respondents' response reveals that there were some sorts of selection criteria of trainees in the offices.

As indicated in Table IX, item 2, question was raised whether or not selection criteria was fully known by all employees. Most of the total respondents agreed with the overall mean value of 3.85 that employees have enough awareness about selection criteria of trainees. Therefore, it can be said that the selection criteria of trainees are well known by all employees.

There is rumour that most of the time trainings are considered as incentives to employees rather than means to enhance competence. To check the reality, respondents were asked to give their opinion on this point. Accordingly, experts fairly agreed with mean value of 3.26 that trainings are considered as incentives while managers disagreed with mean value of 1.68. When the two responses are compared based on the generalization made that training and development programmes were not evaluated in the offices, the response of experts over weigh that of managers that training are considered as incentives. If training and development programmes were considered as meanses to enhance competence, they should have been evaluated. Therefore, based on response of experts and generalization made about evaluation of training and development programmes, one can say that trainings were considered as incentives to employees rather than instruments to enhance the performance of employees.

Respondents were also asked to rate whether or not trainings were offered to those employees who have personal relationship with managers of the office. Accordingly while experts disagreed with mean value of 2.26, managers strongly disagreed with this point. In general, though the degree of disagreement varies between experts and managers, both respondents disagreed that personal relationships were preconditions to obtain training opportunities. Therefore, personal relationship with the managers has no any credit to be selected as trainees in the offices.

3.3 Capacity of Educational Managers to run Training and Development Programmes

Managers have decisive role in day to day activities of any organization. They should have the capacity to manage the overall activities of their office. Accordingly, managers have paramount importance in implementation of training and development programmes. They should have competence that ranges from assessment of training and development needs up to evaluation of training and development programmes. Therefore, to investigate such competence, questions were raised to respondents and their responses were analysed as follows based on the information presented in the Table below.

Table X: Capacity of Educational Managers

No	Items	Respondents													
		Experts						Managers							
		Rating scale						Rating Scale							
		5	4	3	2	1	X	5	4	3	2	1	X	Over all X	
1	Competence to assess training and development needs	6	3	27	18	6	2.75	5	21	3	-	-	4.06	3.18	
2	The capacity to plan training and development programmes.	3	24	18	7	8	3.11	3	18	8	-	-	3.82	3.34	
3	Commitment to allocate necessary resources for training and development programs.	1	12	19	20	8	2.63	5	24	-	-	-	4.17	3.13	
4	The capacity to facilitate implementation of training and development programs.	7	6	12	26	9	2.6	2	27	-	-	-	4.06	3.07	
5	The capacity to monitor and evaluate training and development programmes.	2	3	5	41	9	2.13	3	20	6	-	-	3.39	2.70	

Strongly agree =5, Agree =4, Fairly agree =3, Disagree = 2 and Strongly disagree = 1

X = Mean

For the question raised to know whether or not managers have competence to assess training and development needs, the mean value 2.75 shows experts fairly agreed on this point. With not as such major difference, managers agreed with the mean value 4.06 on the competence managers have to assess training and development programmes. In general, though experts hesitated to some degree, the majority of the total respondents agreed that managers have the competence to assess training and development needs. Therefore, it can be said that managers in the offices have the competence to assess training and development needs.

Respondents were also asked to rate the capacity of managers to plan training and development programmes. As indicated in Table X, item 2 above, experts fairly agreed with the mean value of 3.11 while managers agreed with the mean value of 3.82. Though, the difference in degree of agreement is seen between the experts and managers, the capacity of managers to plan training and development programmes was not questioned.

For effective implementation of training and development programmes, necessary resources should be allocated. Among others, managers' commitment is decisive to allocate resources for training and development programmes. Based on this assumption, respondents were asked to rate managers' commitment in allocating necessary resources. As can be seen in item 3 of Table X, experts fairly agreed with mean value 2.46 while managers agreed with mean value of 4.17 that managers have commitment to allocate resources. Despite the fact that there is difference in degree of agreement between experts and managers that fair agreement of experts and the agreement of managers implies the commitment on the part of managers to allocate resources for training and development programmes if not as expected.

For the question raised to know whether or not managers have the capacity to facilitate implementation of training and development programmes as indicated in table X, item 4, while experts fairly agreed on this point with mean value 2.6, the managers agreed fully with mean value of 4.06. Here, again, some reservation on the part of experts is observed. However, no as such full contradictory reactions are there. Therefore, from response of both respondents, it can be said that, if not as expected, managers have the capacity to facilitate implementation of training and development programmes.

Finally, question related to managers capacity to monitor and evaluate training and development programmes were raised to respondents. Accordingly, the response shows the disagreement of experts with mean value of 2.13 and agreement of managers with mean value of 3.89. However, when responses of both respondents are compared with the generalization made on over all practice in evaluation of training and development programmes earlier, the response of experts overweigh the response of managers, Therefore, no objective evidence is there to say managers have the capacity to monitor and evaluate training and development programmes since no such practice was there in the offices.

3.4 Benefits of Training and Development Programmes

Training and development programmes are not designed and implemented for their own sake. Organizations should be benefited from training and development programmes implemented based on need analysis. With this assumption, respondents were asked to react on the benefits their offices obtained from training and development programmes implemented and the overall perception they have about implementations of training and development programmes in their

offices. The responses of the respondents were analysed as follows based on the data organized in the tables XI and XII below.

Table XI: Views on Benefits of Training and Development

No	Items	Respondents					
		Experts		Managers		Total	
		No	%	No	%	No	%
1	Improvement in job performance of employees and managers.	2	3.8	-	-	2	2.4
2	Easy adaptability to new working methods and technologies.	3	5.7	-	-	3	3.7
3	Job satisfaction and motivation of employees and managers.	2	3.8	-	-	2	2.4
4	Reduction in absenteeism and turn over of employees	1	1.9	4	13.8	5	6.1
5	No benefits were observed	5	9.4	-	-	5	6.1
6	Improvements in employees and managers job performance, job satisfaction and motivation as well as easy adaptability to new working methods and technologies.	40	75.4	25	86.2	65	79.3
	Total	53	100	29	100	82	100

As indicated in table XI, respondents were asked to say what they feel about the benefits observed after implementation of training and development programmes in their offices. Out of 53 experts and 29 managers agreed on implementation of training and development programmes in their offices, 40 (75.4%) experts and 25 (86.2%) managers respectively replied as there are improvements in job performance as well as job satisfaction and motivation of employees and managers, and also easy adaptability of new working methods and technologies. The rest of employees had no objection with the benefits observed except they put them independently. Therefore, with no big difference between experts and managers most of the total respondents agreed that their offices were benefited as a result of training and development programmes implemented in terms of improvements in job performance and job satisfaction as well as motivation of employees and managers including easy adaptability to new working methods and technologies.

Table XII: Suggestion About Implementation of Training and Development Programs

No	Question Item	Respondents					
		Experts		Managers		Total	
		No	%	No	%	No	%
1	The programs were well designed and successful	36	68	29	100	65	79.3
2	The programmes were not based on need analysis	11	20.7	-	-	11	13.4
3	There were problems related to selection of trainers and trainees.	6	11.3	-	-	6	7.3
4	The overall design and implementation of the programmes were poor.	-	-	-	-	-	-
	Total	53	100	29	100	82	100

Question was also raised to respondents to give general suggestion about the efforts their office made to implement training and development programmes. As can be seen in the table XII, item 1, 36 (68%) of experts and 29 (100%) of the managers respectively gave their suggestion as the programmes were well designed and successful. Here, though the majority of experts agreed with the suggestion of the managers, relatively considerable proportion of experts 17 (32%) expressed their dissatisfaction by replying as there are problems related to need analysis and selection of trainers and trainees. Though there might be unjustified problems related to selection of trainers and trainees as well as needs analysis, the majority of experts and all managers agreed as the programmes were well designed and successful.

3.5 Problems in Implementing Training and Development Programmes

Training and development programmes are not activities that can be carried out with no challenges. Problems related to budget, attitudes of managers and absence of training resources may be challenges to effective implementation of training and development programmes. Questions related to such issues were raised to respondents whether or

not their offices encountered problems in implementing training and development programmes. The responses of respondents were analysed as follows.

Table XIII: Problems in Implementing Training and Development Programmes.

No	Items	Respondents					
		Experts		Managers		Total	
		No	%	No	%	No	%
1	Whether the offices encountered problems in implementing in implementing training and development programs	51	96.2	24	82.8	75	91.4
	a. Yes						
	b. No	2	3.8	5	17.2	7	8.6
	Total	53	100	29	100	82	100
2	If 'yes', what were the problems?						
	a. Budget constraints	2	3.9	3	12.5	5	6.7
	b. Attitudes of managers	2	3.9	-	-	2	2.7
	c. Absence of training resources	2	3.9	2	8.3	4	5.3
	d. a and c	45	88.3	19	79.2	64	85.3
	Total	51	100	24	100	75	100

As expected, 75 (91.4%) of the total respondents replied that there were problems to implement training and development programmes in their offices. Most of the respondents, that is, 51(96.2%) of experts and 24 (82.8%) of managers responded affirmatively as there were problems to implement training and development programmes. Budget constraints and absence of training resources were among the problems stated by 45 (88.3%) of experts and 19 (79.2%) of managers. Moreover, some respondents stated problems related to incompetent trainers and unfair proportion between the time given for training programmes and the contents of trainings.

For question raised to know measures taken to solve the problems, efficient utilization of the existing budget was mentioned as a measure taken to solve the problems related to budget as well as to fill training resources.

In general, from information obtained from the majority of respondents, there were problems related to budget and training resources to implement training and development programmes in the offices. The measure taken to tackle the problems was also encouraging.

CHAPTER FOUR

4. Summary, Conclusion and Recommendation

4.1 Summary

The major purpose of this study is to investigate the practices of human resource training and development in North Shoa Zone (Oromia) education offices and also to find out problems the offices encountered in implementing training and development programmes for the last three years (1997-1999E.C).

In order to achieve this purpose, the following basic questions were raised.

1. What is the current practice of human resource training and development in North Shoa Zone Education offices?
2. To what extent educational managers at Zone and Woreda Education Offices have the capacity to run human resource training and development programmes?
3. Have various training and development programmes offered in education offices contributed for achievement of educational goals?
4. How do the targeted beneficiaries perceive the training and development efforts in education offices?
5. What are the major problems North Shoa Zone Education offices encountered in implementing effective and efficient human resource training and development programmes?

Based on the basic questions raised and data analysed, the following findings were identified.

4.1.1 General Points About Human Resources Training and Development

As stated by authorities, for effective implementation of training and development programmes organizations should have sections responsible to carry out such activities. Accordingly, almost all respondents 86 (96.6%) confirmed that Zone and Woreda education offices have sections that are responsible to carry out human resource training and development activities.

Training and development sections in any organization are there to perform different tasks. Their responsibility ranges from identifying training and development needs up to evaluation of training and development programmes. However, out of 86 respondents who confirmed the presence of training and development sections, the response of 54(62.8%) respondents reveals that training and development sections in sample education offices mainly focus only on identifying training needs and facilitating implementation of training and development programmes.

4.1.2 Training and Development Need Assessment

Training and development need assessment basically helps to identify the actual gap of skills to be filled through trainings. Organizations should identify training and development needs so as to be successful in implementation of training and development programmes. Accordingly, the response of the overwhelming majority (81.7%) of experts and all of the managers including documents analysed reveals that there is the

practice of training and development need assessment in the offices before designing training and development programmes.

Different approaches are used to assess training and development needs. Each of the approaches can be used at the same time to come up with appropriate and comprehensive training and development needs though these approaches can also be used independently. However, the majority of the experts and all of the managers asserted that the offices mainly use organizational analysis to identify training and development needs of the offices.

Experts disagreed with the mean value 2.08 that members of their offices were given the opportunity to identify their own training and development needs. On the contrary, the managers agreed with the mean value of 4.0 on the opportunity the employee has to identify their own training and development needs. There is significant difference between the experts and managers. However, from the documents analysed the response of experts seems dependable. Therefore, members of the offices were not given the opportunity to identify their own training and development need.

Experts agreed with mean value of 3.65 that immediate supervisors are responsible to identify training and development needs of all members in the offices. Similarly, the managers with mean value 3.33 fairly agreed with this point. Therefore, it can be said that immediate supervisors are responsible to identify training and development needs of all employees in the offices.

4.1.3 Training and Development Objectives

All of the managers and 88% of experts asserted that their offices have designed training and development programmes for the last three years (1997-1999E.C). Moreover, the response of most of the total respondents indicated that objectives are set before designing training and development programmes.

The majority of the total respondents indicated that the objectives of training and development programmes were mainly focused on improving and enhancing the competence of managers and experts plus introducing employees with new working methods and technologies. The respondents also agreed that the objectives were specific, measurable and expressed in simple language.

4.1.4 Implementation of Training and Development Programmes

All of the managers and 88.3% of experts replied that they have got the opportunity of training and development. Moreover, the majority of the total respondents agreed that the training and development programmes were mainly arranged by Oromia Education Bureau.

According to the response of the majority of experts and managers, short term trainings such as workshops, seminars and conferences including distance education were the dominant types of training and development programmes they have been participated.

4.1.5 Training and Development Methods

Out of 53 experts who agreed on the implementation of training and development programmes in their offices, 96.2% of the experts believed that there is no any on-the-job training in their offices. On the other hand, the managers replied that mentoring and coaching are among on-

the-job trainings applied in the offices. However, on attempt made to analyse document, no evidences are there that indicate the application of on-the-job trainings. Therefore, based on the response of most of experts and absence of document that justify the response of managers, it can be said that there were no any on-the-job trainings in the offices. Moreover, the majority of the total respondents with not as such significant difference between two types of respondents replied that lecture was dominantly used in the offices as one of off-the-job training methods.

4.1.6 Evaluation of Training and Development Programmes

Evaluation of training and development programmes were not there in the offices. Though there is significant difference between the experts and managers responses, the affirmative reaction of managers with mean value of 3.51 as evaluation programmes are there in the offices could not be justified by relevant documents. Moreover, the agreement of both respondents on the absence of standardized format to evaluate training and development programmes substantiate the reaction of experts. On top of this, the majority of both respondents believed that trainees are not committed to give feed back about the out come of training and development programmes.

4.1.7 Selection Criteria of Trainees

The majority of both respondents with overall mean value of 3.62 agreed on the presence of selection criteria of trainees in the offices. Besides, they believed the criteria are fully known by all employees.

To the majority of experts, their offices considered training opportunities as incentives to employees which is expressed with mean value of 3.26. On the other hand, all of the managers took the opposite position.

However, generalization made about the absence of evaluation of training and development programmes seems to support the experts' position. Therefore, with the absence of evaluation of training and development programmes one can not say trainings are considered as means's to enhance competence. Moreover, the majority of experts and all of the managers disagreed on the point that personal attachment of employees with managers is important to obtain training opportunities.

4.1.8 Capacity of Educational Managers

The experts and managers fairly agreed with overall mean value of 3.18 about the competence of the managers have to assess training and development needs. Similarly, the capacity of managers to plan training and development programmes is not questioned by the majority of both respondents.

Though difference in degree of agreement is there about the commitment managers have to allocate resources for training and development programmes, their difference is not as such significant. Therefore, it can be said that managers are in a position to allocate resources for training and development programmes if not as expected. The overall mean value 3.13 shows the fair agreement of the respondents.

Experts fairly agreed with mean value 2.6 on the capacity managers have to facilitate implementation of training and development programmes. With some variation in degree of agreement, managers agreed with mean value 4.06 on this point. Moreover, managers' capacity to monitor and evaluate training and development programmes was degraded by the majority of experts while most of the managers appreciated the managers' capacity. However, from generalization made on the overall evaluation of training and development programmes, the experts' position is dependable. Therefore, the managers' capacity to

monitor and evaluate training and development programmes was not as such encouraging.

4.1.9 Benefits of Training and Development Programmes

It was found out that 75.4% of experts and 86.2% of the managers believed that training and development programmes implemented in the offices brought improvements in job performance as well as job satisfaction and motivation of employees and managers including skills to easily adapt new working methods and technologies.

It was also found out that the majority (68%) of experts and all of the managers believed that training and development programmes implemented were well designed and successful.

4.1.10 Problems in Implementing Training and Development Programmes

It was found out that most of both respondents agreed on the presence of problems to implement training and development programmes. Budget constraints and absence of training resources were the problems cited by the respondents. All of respondents replied efficient utilization of existing resources as measures taken to solve the problems.

4.2 Conclusion

Based on the findings identified, the following conclusions were drawn.

1. Most of the respondents agreed on the presence of training and development need assessment in their offices. However, the approach used to assess the needs was only adhered to organizational analysis. Moreover, training and development programmes were mainly arranged by Oromia Education Bureau. Therefore, with such limitations, it can not be concluded that

appropriate and comprehensive training and development needs were identified and the education offices were in a position to design appropriate training and development programmes by themselves except facilitating for their implementation.

2. There was no Practice of evaluation of training and development programmes in the offices. This means no mechanisms were there to know the out come of training and development programmes implemented. Therefore, the training and development programmes implemented in the offices seem to be offered for their own sake.
3. The majority of respondents believed that managers were capable in identifying training and development needs, planning training and development programmes and facilitating implementation of training and development programmes. Moreover, they believed that the managers were committed to allocate resources for training and development programmes. However, managers' capacity to monitor and evaluate training and development programmes was questioned. Therefore, with the absence of the capacity to monitor and evaluate training and development programmes which enable to know the outcomes of trainings offered, it can not be said that the managers capacity to run the training and development programmes in the offices were dependable.
4. The response of the majority of the respondents indicated that improvements have been observed on job performance, job satisfaction and motivation of employees and managers as a result of training and development programmes implemented. Moreover, the respondents believed that skills to easily adapt new working

methods and technologies were also gained; in general, training and development programmes implemented were well designed and successful. However, with the absence of evaluation of training and development programmes and less commitment of trainees to give feed back about the out come of trainings offered, the benefits cited by respondents seem superficial. Therefore, with no mechanisms to evaluate the outcome of training and development programmes, it can not be concluded that the offices were benefited from training and development programmes implemented.

5. The training and development programmes were constrained by lack of budget and absence of training resources. However, the offices tried to tackle the problems through efficient utilization of existing resources. Therefore, the attempt made to solve the problems was encouraging and promising though full efforts were not exerted to come up with dependable problem solving mechanisms.

4.3 Recommendations

Based on the findings identified and conclusions drawn in the study, the following recommendations were forwarded.

1. It is clear that human resource training and development sections in any organization have responsibilities to carry out several activities related to training and development programmes. Identifying training and development needs, designing, implementing and evaluating training and development programmes are among the responsibilities of the sections. However, as obtained from the findings of the study, the training and development sections in the education offices of the zone limited to training and development need assessment and facilitating implementation of training and development

programmes. Therefore, it is highly recommended that the management of the zone and woreda education offices should equip training and development sections with necessary materials such as tape recorders, camera, video camera, laptop, LCD; and other relevant training materials including qualified man power so that all activities related to human resource training and development can be carried out fully by the sections.

2. Effective and efficient implementations of training and development programmes require clearly identified training and development needs. Analysis of training and development needs is not a simple task. Different approaches of need analysis as well as data gathering techniques should be applied to come up with appropriate training and development needs. In practice, however, the education offices in the zone did not apply different approaches of need analysis as well as data gathering techniques. Therefore, it is recommended that the management should analyse the goals, objectives, the structure and other issues of their offices as whole as well as the tasks performed including skills required of employees in their offices so that appropriate training and development needs will be identified. More over, the office should arrange training programmes related to techniques of training need analysis so that the responsible body will be equipped with the knowledge of analysing appropriate training needs.
3. Selection of appropriate training and development methods is crucial phase in implementation of training and development programmes. Different methods under on-the-job and off-the-job training categories can be applied based on the nature of the tasks and skills to be learned and other considerations. However, the education offices in the zone stick themselves only to off-the-job

trainings. As a result, the offices seem to lose the benefits that can be obtained through on-the-job trainings. Therefore, it is highly recommended that the offices should aware all the employees in the offices about the importance and cost effective nature of on-the-job training to apply it as alternative to off-the-job training methods so that a variety of benefit will be obtained from different training and development methods.

4. Evaluation is a corner stone for sustainability of training and development programmes. What ever seemingly attractive activities are carried out in the process of human resource training and development, they become futile exercise unless the programmes are evaluated. Accordingly, the capacity and commitment to monitor and evaluate training and development programmes can not be replaced by the capacity to identify training and development needs, and to plan, design and implement training and development programmes. However, the reality in north shoa zone education offices showed that evaluation of training and development programmes was ignored. Therefore, to have clear picture and objective evidence about the out comes of training and development programmes implemented, the zone and woreda education offices should design strategies of evaluation. The strategies can be preparing standardized formats of evaluation as well as enhancing the capacity and commitment of concerned individuals to evaluate training and development programmes. As a result, the contributions of training and development programmes will be seen clearly.
5. By its nature, human resource training and development as a process requires relatively high investment. Resource limitations are usually expected and some times they are beyond the

organizations' capacity. Of course, the attempt the education offices made to solve the problems related to resource constraints was encouraging. However, only utilizing the existing resources can not make them to go far. Therefore, the education offices should device mechanisms to attract different governmental and non governmental organizations to involve in training and development programmes so that the programmes will be implemented fruitfully. Submission of convincing and attractive training and development programmes proposal to governmental and non governmental organizations can be among the mechanisms to be devised.

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Appendices

List of Sample Education Offices and Number of Experts and Managers in the Offices.

No	Name of Sample Education Offices	No of Managers			No of Experts			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	North Shoa Zone Education Office	3	-	3	6	-	6	9	-	9
2	Debre Libanos Woreda Education Office	3	-	3	4	1	5	7	1	8
3	Degem Woreda Education Office	3	-	3	5	1	6	8	1	9
4	Fitche Town Education Office	2	-	2	3	-	3	5	-	5
5	Girar Jarso Woreda Education Office	3	-	3	6	-	6	9	-	9
6	Kuyu Woreda Education Office	3	-	3	10	-	10	13	-	13
7	Sululta Woreda Education Office	3	-	3	5	1	6	8	1	9
8	Wechale Woreda Education Office	3	-	3	12	1	13	15	1	16
9	Were Jarso Woreda Education Office	3	-	3	7	-	7	10	-	10
10	Yaya Gulalie Woreda Education Office	3	-	3	6	1	7	9	1	10
	Total	29	-	29	64	5	69	93	5	98

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A STUDY ON PRACTICE AND PROBLEMS OF HUMAN RESOURCE TRAINING AND DEVELOPMENT IN NORTH SHOA ZONE EDUCATION OFFICES (OROMIA REGION)

Questionnaire to be filled by Experts and Educational Managers

The purpose of this questionnaire is to gather information about the practice and problems of human resource training and development in north shoa Zone education offices for the last 3 years (1997-1999E.C)

The study is purely academic. There is no any other intention behind. The findings of the study and the recommendations forwarded, however, helpful to provide your office valuable information regarding human resource training and development programmes implemented. Therefore, you are kindly requested to give genuine response with great consideration.

Note: - 1. No need of writing your names.

2. Except for 'yes' and 'No' option questions as well as statements in the table, multiple responses are possible.
3. For questions with alternatives, give your response by putting '✓' sign in the box corresponding to each alternatives given and use the space provided for you additional responses.
4. For the purpose of this study, 'Educational Manager' refers to team leaders, the heads and deputy heads in education offices and 'Expert' refers to educational personnel who assume different posts in the office.

Thank you in advance for your frank and timely response!!

SECTION I: PERSONAL INFORMATION

1. Name of your Woreda/Zone Education Office _____
2. Age _____ years
3. Sex: Male Female
4. Educational Qualifications:
 - MA/MSC TTI
 - BA/BSC 12th Grade complete
 - Diploma 10th Grade complete
 - Other (Specify) _____
5. Area of Specialization _____
6. Current position
 - Head of the office Team Leader
 - Deputy head of the office Expert
7. Service year on current position _____ years
8. Total service years _____ years.

SECTION II: GENERAL POINTS ON TRAINING AND DEVELOPMENT

1. Is there training and development section in your office?

a/ Yes b/ No

2. If your answer for question No 1 is yes, what are the responsibilities of the section?

- a. Identifying training and development needs
- b. Designing training and development programmes
- c. Facilitating implementation of training and development programmes
- d. Evaluating training and development Programmes
- e. State if any other _____

3. If your answer for question is No 1 is 'No' what is the reason?

- a. Absence of the section in the structure of the office
 - b. Problem related to budget
 - c. Absence of qualified manpower
 - d. State if any other reasons
- _____
- _____

4. Is there training and development policy in your office?

a/ Yes b/ No

5. If your answer for question No 3 is 'No' what is the reason?

- a. Lack of awareness about its importance
 - b. Absence of qualified personnel to prepare the policy
 - c. Problem related to budget
 - d. State if there are other reasons _____
- _____

6. If your answer for question No 4 is 'yes' what method your office use to reach the policy to all members of the office?

- a. Provision of handbook and brochures regarding the policy
- b. Orientation programmes for newly employed personnel
- c. Discussion with employees
- d. Efforts has not been made to aware the employees about the policy
- e. State if there is other methods _____

SECTION III: ANALYSIS OF TRAINING AND DEVELOPMENT NEEDS

1. If there the practice of training and development needs assessment in your office?

a/ Yes b/ No

Note: If your answer to the above question is 'yes' give your answer to the following statements by putting '✓' sign under alternatives given corresponding to the statements.

No.	Question items	Strongly agree	Agree	Fairly agree	disagree	Strongly disagree
1	All members of the office have the opportunity to identify their own training and development needs.					
2.	Immediate supervisors are responsible to identify the training and development needs of all individuals in the office.					
3.	Training and development needs are identified when there is a gap between the requirements of a given job and actual performance.					
4	Analysis of training and development needs are based on the objectives to be achieved in the office.					

5. What are the approaches your office use to assess training and development needs?

a/ Organizational Analysis

b/ Task analysis

c/ Individual analysis

6. What are the techniques used to gather data for analysis of training and development needs?

- a. Analysis of records and reports
- b. Conducting surveys
- c. Performance evaluation
- d. Discussion with employees
- e. State if there are other techniques _____

7. After identification of training and development needs, what are the criteria to prioritize the needs?

- a. Availability of budget
- b. Importance and urgency of the need
- c. Trainees capability and motivation
- d. Availability of training institutions
- e. All identified needs are equally treated
- f. State if there are other criteria _____

8. If there is no the practice of training and development needs assessment in your office, what is the reason?

- a. Absence of qualified manpower in the office to carry out needs assessment
- b. Financial constraints
- c. Reluctant behaviour of managers
- d. State if there are other reasons _____

SECTION IV: TRAINING AND DEVELOPMENT OBJECTIVES

1. Has your office designed training and development programmes for its employees since 1997E.C?
a. Yes b/ No

2. If your answer for question No_1 is 'yes' was there an attempt to set objectives designing training and development programmes?
a. Yes b/ No

3. If your answer for question No_2 is 'yes' what were the objectives?
 - a. To introduce new working methods and technologies to employees.
 - b. To enhance the competence of expert
 - c. To improve the competence of the management body
 - d. State if there were other _____

4. If your answer for question No_2 is 'yes' were the objectives specific in terms of performance expected, measurable and expressed in simple language?
a. Yes b/ No

SECTION V: REGARDING TRAININGS OFFERED

1. Have you got the opportunity of training and development since 1997 E.C.?
a. Yes b/ No

2. If your answer for question No_1 is 'yes' which was the body responsible to arrange the programme?
 - a. Your respective office b. Oromia Education Bureau
 - c. North shoa Education office (Only for woreda office respondents)
 - d. Oromia capacity building office
 - e. Ministry of education
 - f. State of there were other _____

3. If Your answer for question No.1 is 'yes', what were the types of training and development programmes?

- a. Workshops, seminars and Conferences
- b. Visit of foreign education institutions
- c. Visit within the country in other education institutions
- d. Mentoring e. Coaching f. Distance Education
- g. Formal education h. Job rotation
- i. Mention of any other _____

4. After completing formal education, have you got the opportunity to be placed in position related to your area of specialization? (Only for those who have attended formal education after employment?)

- a. Yes b/ No

5. What were the benefits obtained as a result of training and development programmes implemented?

- a. Improvement in job performance of employees and managers
- b. Easy adaptability to new working methods and technologies
- c. Job satisfaction and motivation of employees and managers
- d. Customer satisfaction
- e. Reduction in absenteeism and turnover of employees
- f. No benefits are observed
- g. State if any other benefit _____

6. What is your feeling about the efforts your office made to implement training and development programmes?

- a. The programmes were we designed and successful.
- b. The programmes were not based on need analysis
- c. There were problems related to selection of trainers and trainees.
- d. The over all design and implementation of the programmes were poor
- e. State if any other _____

SECTION VI: TRAINING AND DEVELOPMENT METHODS

1. What are the points considered to select training and development methods?
 - a. The nature of the tasks and skills to be learned
 - b. The number of trainees and the resources available
 - c. Cost-effectiveness of the method
 - d. Performances of trainees and trainers
 - e. There is no selection criteria at all
 - f. State if any other criteria _____

2. Is there an experience of arranging orientation programme to new employees in your office?
 - a. Yes
 - b/ No

3. If your answer for question No 2 is 'yes' what are the focus areas of the programme?
 - a. To create awareness about the mission, culture, rules, regulations and policies of the office
 - b. Focuses directly in introducing the tasks to be performed
 - c. Focuses on introducing with co-workers
 - d. State if there are other focus areas _____

4. If your answer for question No 2 is 'No' what are the reasons?
 - f. With the assumption of experienced individuals are employed
 - g. Less attention is given to orientation
 - h. Assuming the programme is costly and time consuming
 - i. State if there are other reasons _____

5. Which methods under On-the-job training category are applied to implement training programmes in your office?

a. Mentoring b. Coaching c. Job Rotation

d. Computer based training

e. State if any other methods _____

6. What methods under off-the-job training category are applied to implement training and development programmes in your office?

a. Lecture b. Videoconference

c. Audiovisual techniques d. Programmed instruction

e. Mention if any other methods _____

7. What opportunities did you get to update and upgrade your managerial skills?(only for managers)

a. Various short term workshops

b. Formal education in higher education institutions

c. Distance education

d. Work experience

e. State if any other _____

SECTION VII: ASSESSMENT OF CAPACITY OF EDUCATIONAL MANAGERS TO RUN TRAINING AND DEVELOPMENT PROGRAMMES

Give your answer to the following statements by putting '✓' under alternatives given corresponding to the statements.

No.	Question items	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
1	Managers have the competence to assess training and development needs					
2	Managers have the capacity to plan training and development programmes.					
3	Managers have the commitment to allocate necessary resources for training and development programmes.					
4	Managers have the capacity to facilitate implementation of training and development programmes.					
5	Managers have the capacity to monitor and evaluate training and development programmes.					

SECTION VIII: EVALUATION OF TRAINING AND DEVELOPEMT PROGRAMMES

Give your answer to the following statements by putting '✓' under alternatives given corresponding to the statements.

No.	Question items	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
1	The office has adaptable records about the participants of any training and development programmes.					
2	There is an experience of evaluating training and development programmes in the office.					
3	The office has standardized formats to evaluate the outcome of training and development programmes					
4	The trainees are committed to give feedback about the outcome of training and development programmes they have attended					

SECTION IX: SELECTION CRITERIA OF TRAINEES

Give your answer to the following statements by putting '✓' under alternatives given corresponding to the statements.

No.	Question items	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
1	The office has well-defined criteria to select trainees					
2	The selection criteria were fully known by all employees					
3	The office usually considers training opportunities as incentives to employees rather than a means to enhance competence					
4	Training opportunities are usually offered to employees who have personal relationship with officials in the office.					

SECTION X: PROBLEMS IN IMPLEMENTING TRAINING AND DEVELOPMENT PROGRAMMES.

1. Has your office encountered problems to implement training and development programmes?

a. Yes No

2. If your answer for question No 1 is 'yes' what are the problems?

a. Budget constraints b. Attitudes of manages

c. Absence of training resources

d. State if any other problems _____

3. What measures your office has taken to alleviate the problems?

**በአዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ት/ቤት
የትምህርት ዕቅድ እና ሥራ አመራር ትምህርት ክፍል**

የጥናቱ ርዕስ :- በኦሮሚያ ክልል ሰሜን ሸዋ ዞን ትምህርት ጽ/ቤቶች የሰው

ሀይል ልማትና ስልጠና አፈጻጸምና ያጋጠሙ ችግሮች።

በዞንና ወረዳ ትምህርት ጽ/ቤቶች የትምህርት ባለሙያዎች (Experts) እና ሀሳፊዎች (Heads) የሚሞላ መጠይቅ።

የዚህ መጠይቅ ዋና ዓላማ በሰሜን ሸዋ ዞን በሚገኙ የወረዳና የዞን ትምህርት ጽ/ቤቶች ከ1997-1999ዓ/ም (ሳስፉት ሶስት ዓመታት) የሰው ሀይል ልማትና ስልጠና አፈጻጸምና ያጋጠሙ ችግሮችን በተመለከተ መረጃ በመሰብሰብ ጥናት ለማካሄድ ነው።

ይህ ጥናት ለሁለተኛ ዲግሪ ማሟያ የሚሠራ ፍጹም አካዳሚያዊ ጥናት ነው። ይህን እንጂ የጥናቱ ግኝቶች፣ ማጠቃለያዎችና በጥናቱ ላይ የተመሠረቱ አስተያየቶች ለትምህርት ጽ/ቤቶች የሰው ሀይል ልማትና ስልጠና ፕሮግራም አፈጻጸምን በተመለከተ ጠቃሚ መረጃዎችን ይሰጣሉ ተብሎ ይታመናል። በመሆኑም፣ ለዚህ ጥናት ስኬት የእርስዎ ድርሻ ወሳኝ በመሆኑ በትክክልና በሀሳፊነት ስሜት መልስዎን እንዲሰጡ በአክብሮት እጠይቃለሁ።

መመሪያ:-

1. በመጠይቁ ላይ ስም መጻፍ አያስፈልገም።
2. ሁለት አማራጭ መልሶች ብቻ ካላቸውና በሰንጠረዥ ውስጥ ካሉት ጥያቄዎች በስተቀር፣ ለሌሎች ጥያቄዎች ከአንድ በላይ መልስ መስጠት ይቻላል።
3. አማራጭ መልሶች ለተሰጣቸው ጥያቄዎች ከጎን በተቀመጠው ሳጥን ውስጥ የ"✓" ምልክት በማስቀመጥ መልስ ይስጡ። ለተጨማሪ መልሶች (ማብራሪያዎች) በተዘጋጀው ክፍት ቦታ ይጠቀሙ።
4. በዚህ ጥናት "ሀሳፊዎች" የሚለው ቃል፣ ቡድን መሪዎችን፣ የጽ/ቤቶችን ሀሳፊዎችን ምክትል ሀሳፊዎችን ይወክላል። የትምህርት ባለሙያዎች (Experts) የሚለው ሐረግ፣ በጽ/ቤቶች የተሰደዩ የስራ ድርሻ ያላቸውን ሠራተኞች ይወክላል።

ስለ ትክክለኛና ፈጣን ምላሽዎ በቅድሚያ አመሰግናለሁ!!

ክፍል አንድ:- የገቢ ሁኔታ

1. የትምህርት ጽ/ቤቱ ስም _____
2. ዕድሜ _____ ዓመት
3. ጾታ: ወንድ ሴት
4. የትምህርት ደረጃ:-
ሁለተኛ ዲግሪ TTI
የመጀመሪያ ዲግሪ 12ኛ ክፍል ያጠናቀቀ/ች
ዲፕሎማ 10ኛ ክፍል ያጠናቀቀ/ች
ሌላ (ይጥቀሱ) _____
5. የተመረቀበት የትምህርት ዘርፍ _____
6. እሁን ያሰበት የስራ መደብ :-
የጽ/ቤት ኃላፊ የቡድን መሪ
የጽ/ቤት ምክትል ኃላፊ የትምህርት ባለሙያ (Expert)
7. እሁን ባሰበት የስራ መደብ የአገልግሎት ዘመን _____ ዓመት
8. አጠቃላይ የአገልግሎት ዘመን _____ ዓመት

ክፍል ሁለት:- የሰው ሀይል ልማትና ስልጠና አጠቃላይ ሁኔታዎችን በተመለከተ::

1. በጽ/ቤቱ የሰው ሀይል ልማትና ስልጠናን የሚመለከት የስራ ክፍል አለ?
ሀ/ አዎ አለ ስ/ የሰው
2. የጥያቄ 1 መልስዎ "አዎ አለ" የሚል ከሆነ፤ የስራ ክፍሉ ምን ዓይነት ተግባራትን ያከናውናል?
ሀ/ የሰው ሀይል ልማትና ስልጠና ፍላጎት ዳሰሳ በማድረግ ይሰያል
ለ/ የሰው ሀይል ልማትና ስልጠና ፕሮግራሞች ይቀርጻል
ሐ/ ሰው ሀይል ልማትና ስልጠና ፕሮግራሞች አፈጻጸም ሁኔታዎችን ያመቻቻል
መ/ የሰው ሀይል ልማትና ስልጠና ፕሮግራሞችን አፈጻጸም ይገመግማል
ሠ/ ተጨማሪ ካለ ይግለጹ _____

3. የጥያቄ 1 መልስዎ "የሰም" የሚል ከሆነ ፤ ምክንያቱ ምንድነው?

ሀ/ በጽ/ቤቱ መዋቅር የስራ ክፍሉ ባለመካተቱ

ለ/ የበጀት ችግር

ሐ/ በዘርፉ የሰሰጠን የሰው ሀይል ያስመኖር

መ/ ሌላ ካስ ይግለጹ _____

4. በጽ/ቤቱ የሰው ሀይል ልማትና ስልጠና ፖሊሲ አለ?

ሀ/ አዎ አለ ስ/ የሰም

5. የጥያቄ 4 መልስዎ "የሰም" የሚል ከሆነ ፤ ምክንያቱ ምን ይመስሎታል?

ሀ/ በፖሊሲው አስፈላጊነት ላይ ግንዛቤ ያስመኖር

ለ/ ፖሊሲውን ለማዘጋጀት በዘርፉ የሰሰጠን የሰው ሀይል ያስመኖር

ሐ/ የበጀት ችግር

መ/ ሌላ ካስ ይግለጹ _____

6. የጥያቄ 4 መልስዎ "አዎ አለ" የሚል ከሆነ ፤ ፖሊሲው በሁሉም ሠራተኞች ይታወቅ ዘንድ ጽ/ቤቱ ምን ዓይነት ዘዴዎችን ይጠቀማል?

ሀ/ ስለ ፖሊሲው የሚያብራራ በራሪ ጽሁፍ (Brochures) በማዘጋጀት ለሠራተኞች በማደል

ለ/ ለአዲስ ቅጥር ሠራተኞች በተዘጋጀ የትውውቅ ፕሮግራም ላይ ገለጻ በማድረግ

ሐ/ ከሠራተኞች ጋር በማድረግ ውይይት ላይ ገለጻ በማድረግ

መ/ ሠራተኞች እንዲያውቁት ምንም ዓይነት ጥረት አልተደረገም

ሠ/ ተጨማሪ ካስ ይግለጹ _____

ክፍል ሦስት:- የሰው ሀይል ልማትና ስልጠና ፍላጎት ዳሰሳን በተመለከተ።

1. በጽ/ቤቱ የሰው ሀይል ልማትና ስልጠና ፍላጎትን ለማወቅ ዳሰሳ የማድረግ ልምድ እንደሆነ?

ሀ/ አዎ አስ ስ/ የሰም

መመሪያ:- የጥያቄ 1 መልስዎ "አዎ አስ" የሚል ከሆነ፤ ከታች በሠንጠረዥ ውስጥ ስተዘረዘሩት ጥያቄዎች ከጎን በሠንጠረዥ አናት ላይ ካሉት አማራጭ መልሶች ውስጥ ያመነበትን እንዲያን ብቻ በመምረጥ ከጥያቄዎቹ ትይዩ በተዘጋጀው ክፍት ቦታ የ"✓" ምልክት በማድረግ መልስዎን ይስጡ።

ተ.ቁ	ጥያቄ	በጣም እስማማለሁ	እስማማለሁ	በመጠኑ እስማማለሁ	አልስማማም	በጣም አልስማማም
1	ሁሉም የጽ/ቤቱ ሠራተኞች የስልጠና ፍላጎታቸውን በግል ሰይተው የመወሰን ስልጣን አላቸው።					
2	የሠራተኞችን የስልጠና ፍላጎት መወሰን የጽ/ቤቱ ሠራተኞች የቅርብ ሀሳቦች የስራ ድርሻ ነው።					
3	በጽ/ቤቱ የስልጠና ፍላጎት የሚወሰነው እያንዳንዱ ሰራተኛ ሲያከናውነው የሚገባውና ባከናውነው ስራ መካከል ልዩነት ሲኖር ነው።					
4	የስልጠና ፍላጎት ዳሰሳ የጽ/ቤቱን አጠቃላይ ዓላማዎች ስኬትን መሠረት ያደረገ ነው።					

5. ጽ/ቤቱ የሰው ሀይል ልማትና ስልጠና ፍላጎትን ለመዳሰስ ምን ዓይነት አካሄዶችን ይጠቀማል?

- ሀ/ የጽ/ቤቱን አጠቃላይ የስራ እንቅስቃሴ በመገምገም
- ለ/ የእስከተ ተሰጠት የስራ እንቅስቃሴዎችን በመገምገም
- ሐ/ እያንዳንዱን ሠራተኛ የስራ አፈጻጸም በመገምገም

6. ጽ/ቤቱ የሰው ሀይል ልማትና ስልጠና ፍላጎት ዳሰሳ ለማድረግ የሚያስችሉትን መረጃዎች ለመሰብሰብ ምን ዓይነት ዘዴዎችን ይጠቀማል?

- ሀ/ ሪፖርቶችንና የተሰያዩ የጽሁፍ መረጃዎችን በመዳሰስ
- ለ/ የዳሰሳ ጥናት በማካሄድ
- ሐ/ የስራ አፈጻጸም ገምገማ ውጤቶችን በመዳሰስ

መ/ ከሠራተኞች ጋር ውይይት በማድረግ

ሠ/ ሴቶች ካሉ ይገለጹ _____

7. የሰው ሀይል ልማትና ስልጠና ፍላጎቶች ከተሰዩ በኋላ ቅድሚያ ሲሰጣቸው የሚገቡ የስልጠና ፍላጎቶችን ስመስዩት ጽ/ቤቱ የሚጠቀምባቸው መስፈርቶች የትኞቹ ናቸው?

ሀ/ የበጀት መኖር ስ/ የስልጠናው አስፈላጊነትና አጣጣሪነት

ሐ/ የሰልጣኞች የብቃት ደረጃና የስራ ተነሳሽነት

መ/ የስልጠና ተቋማት መኖር

ሠ/ ሁሉም የስልጠና ፍላጎቶች እኩል ይስተናገዳሉ

ረ/ ሴታ ካሉ ይገለጹ _____

8. ጽ/ቤቱ የሰው ሀይል ልማትና ስልጠና ፍላጎት ዳሰሳ የማይደርግ ከሆነ፤ ምክንያቱ ምን ይመስሉታል?

ሀ/ የፍላጎት ዳሰሳ ስማድረግ በዘርፉ የሰለጠነ የሰው ሀይል ያሰመኖር

ሰ/ የበጀት ችግር

ሐ/ የሀሳቦች ትልቀኝነት

መ/ ሴታ ካሉ ይገለጹ _____

ክፍል አራት :- የሰው ሀይል ልማትና ስልጠና ዓላማዎችን በተመለከተ።

1. ጽ/ቤቱ ከ1997ዓ/ም ወዲህ የሰው ሀይል ልማትና ስልጠና ፕሮግራሞችን አዘጋጅቶ ያውቃል?

ሀ/ አዎ ያውቃል ስ/ አያውቅም

2. የፕዎቁ 1 መልስዎ "አዎ ያውቃል" የሚል ከሆነ፤ የስልጠና ፕሮግራሞች ከመቀረጻቸው በፊት ዓላማዎቻቸው በግልጽ ተነድፈው ተቀምጠዋል?

ሀ/ አዎ ተቀምጠዋል ስ/ አልተቀመጡም

3. የፕዎቁ 2 መልስዎ "አዎ ተቀምጠዋል" የሚል ከሆነ፤ የስልጠናዎቹ ዓላማዎች ምን ነበሩ?

ሀ/ አዳዲስ የአሰራር ዘዴዎችና ቴክኖሎጂዎችን ለሰራተኞች ማስተዋወቅ

ለ/ የትምህርት ባስሙዎችን (Experts) የሙያ ብቃት ለማግኘት

ሐ/ የማኔጅመንት አባላትን ብቃት ለማሻሻል

መ/ ሌላ ካለ ይግለጹ _____

4. በጽ/ቤቱ የሰው ሀይል ልማትና ስልጠና ፕሮግራሞች ቀረጻ ላይ የስልጠና አላማዎች ተቀምጠው ከሆነ፤ በቀላልና ሲገባ በሚችል ቋንቋ፤ ሲመዘኑ በሚችሉበት ሁኔታና ከሚጠበቀው ዝርዝር የብቃት ደረጃ አንጻር ተነድፈዋል?

ሀ/ አዎ ተነድፈዋል ስ/ አልተነድፈዋልም

ክፍል አምስት:- የተሰጡ ስልጠናዎችን በተመለከተ።

1. ከ1997ዓ/ም ወዲህ በሰው ሀይል ልማትና ስልጠና ፕሮግራሞች ላይ ተሳትፈው ያውቃሉ?

ሀ/ አዎ ተሳትፌዎለሁ ስ/ አልተሳተፍኩም

2. የጥያቄ 1 መልስዎ "አዎ ተሳትፎአለሁ" የሚል ከሆነ፤ የስልጠና ፕሮግራሞችን ያዘጋጀው አካል ማነው?

ሀ/ የራስዎ ጽ/ቤት ስ/ የኦሮሚያ ትምህርት ቢሮ

ሐ/ የሰሜን ሸዋ ዞን ትምህርት ጽ/ቤት (የወረዳ ትምህርት ጽ/ቤት መሳሾችን ብቻ የሚመለከት)

መ/ የኦሮሚያ አቅም ግንባታ ቢሮ

ሠ/ የትምህርት ሚኒስቴር

ረ/ ሌላ ካለ ይጥቀሱ _____

3. የጥያቄ 1 መልስዎ "አዎ ተሳትፎያለሁ" የሚል ከሆነ ፤ ምን ዓይነት የስልጠና ፕሮግራሞች ነበሩ?

ሀ/ ምርክሾች፣ ሴሚናሮችና፣ ኮንፈረንሶች

ለ/ በውጭ አገር በትምህርት ተቋማት የስራ ጉብኝት ማድረግ

ሐ/ በአገር ውስጥ በተለያዩ የትምህርት ተቋማት የስራ ጉብኝት ማድረግ

መ/ ልምድ ካለው የስራ ባልደረባ ድጋፍ በማግኘት

ሠ/ ከጽ/ቤቱ ሀሳቢዎች መያዣ ድጋፍ በማግኘት

ረ/ መደበኛ ትምህርት በመከታተል

ሰ/ የርቀት ትምህርት በመከታተል

ሸ/ በጽ/ቤቱ ውስጥ በተለያዩ የስራ መደቦች ተዘዋውሮ በመስራት

ቀ/ ሌላ ካለ ይጥቀሱ _____

4. በጽ/ቤቱ ሠራተኛ ሆነው ከተቀጠሩ በኋላ በከፍተኛ ትምህርት ተቋማት መደበኛ ትምህርት ተከታትለው የጨረሱ ከሆነ፤ ከተመረቁበት የትምህርት መስክ ጋር ተያያዥነት ያለው የስራ መደብ ሳይ የመመደብ ዕድል አግኝተዋል? (በከፍተኛ ትምህርት ተቋማት በመደበኛነት ትምህርታቸውን የተከታተሉትን ብቻ የሚመለከት)

ሀ/ አዎ አግኝቻለሁ

ለ/ አሳገኝሁም

5. ጽ/ቤቱ በተገበራቸው የሰው ሀይል ልማትና ስልጠና ፕሮግራሞች አማካይነት የተገኙ ወጤቶች (ጥቅሞች) ምንድናቸው?

ሀ/ የሠራተኞችና ሀሳቢዎች የብቃት ደረጃ ተሻሽሏል

ለ/ አዳዲስ የስራ ዘዴዎችና ቴክኖሎጂዎችን በቀላሉ ስመቀበል ረድቷል

ሐ/ የሠራተኞችና ሀሳቢዎች የስራ እርካታና ተነሳሽነት ጨምሯል

መ/ ስትምህርቱ ዘርፍ ተጠቃሚዎች እርካታ አስተዋጽኦ አድርጓል

ሠ/ የሰራተኞች ክስራ መቅረትና የስራ መልቀቅ ሁኔታ ቀንሷል

ረ/ ምንም ዓይነት ጥቅም አልተገኘም

ሰ/ ሌላ ካስ ይገለጹ _____

6. በአጠቃላይ ጽ/ቤቱ የሚተገበራቸው የሰው ሀይል ልማትና ስልጠና ፕሮግራሞች ሳይ ምን አስተዳደራዊ አሰጣጥ አሉት?

ሀ/ ፕሮግራሞቹ በጥሩ ሁኔታ የተቀረጹና ወጤታማ ነበሩ

ለ/ ፕሮግራሞቹ የፍላጎት ደሰሳን መሰረት ያደረጉ አልነበሩም

ሐ/ በአሰልጣኞችና ሰልጣኞች ምልመሳ ጋር በተያያዘ ችግሮች ነበሩ

መ/ በአጠቃላይ የፕሮግራሞቹ ቀረጻና አተገባበር ደካማ ነበር

ሠ/ ሌላ ካስ ይገለጹ _____

ክፍል ስድስት:- የሰው ሀይል ልማትና ስልጠና ዘዴዎችን በተመለከተ።

1. ጽ/ቤቱ በሚያዘጋጃቸው የሰው ሀይል ልማትና ስልጠና ፕሮግራሞች፣ የስልጠና ዘዴዎችን ስመምረጥ ምን ዓይነት መስፈርቶችን ይጠቀማል?

ሀ/ የሚሰጡ የስልጠና ዓይነቶችን ሁኔታ መሰረት በማድረግ

ለ/ የሰልጣኞችን ብዛትና ስልጠና የሚያስፈልጉ ቁሳቁሶችን በበቂ ሁኔታ መኖር መሠረት በማድረግ

ሐ/ የስልጠና ዘዴዎችን ወጤታማነት አስቀድሞ በመገምገም

መ/ የአሰልጣኞችንና ሰልጣኞችን ፍላጎት መሠረት በማድረግ

ሠ/ ምንም ዓይነት የስልጠና ዘዴዎች መረጣ መስፈርት የለም

ረ/ ሴላ ካስ ደግሰው _____

2. በጽ/ቤቱ ስነ-ምግባር ሠራተኞች የትውውቅ ፕሮግራም የማዘጋጀት ስምድ አለ?

ሀ/ አዎ አለ

ለ/ የሰም

3. የጥያቄ 2 መልስዎ "አዎ አለ" የሚል ከሆነ፤ የፕሮግራሙ የትኩረት ነጥቦች የትኞቹ ናቸው?

ሀ/ የጽ/ቤቱን ተሰጠኝ፣ የስራ አካባቢ፣ ደንቦች፣ መመሪያዎችና ፖሊሲዎች በተመለከተ ግንዛቤ ማስጨበጥ

ለ/ ቀጥታ የሚያከናውኑትን ተግባራት ማስተዋወቅ

ሐ/ ከስራ ባልደቦቻቸው ጋር ማስተዋወቅ

መ/ ሴላ ካስ ደግሰው _____

4. የጥያቄ 2 መልስዎ "የሰም" የሚል ከሆነ፤ ምክንያቶቹ ምንድናቸው?

ሀ/ ጽ/ቤቱ የሚቀጥራቸው ሠራተኞች ስምድ ያሳቸው ናቸው በሚል እሳቤ

ለ/ ስትውውቅ ፕሮግራም የሚሰጠው ትኩረት አናሳ መሆን

ሐ/ የትውውቅ ፕሮግራም ወጪን የሚጠይቅና ጊዜን የሚፈጅ አድርጎ በማሰብ

መ/ ሴላ ካስ ደግሰው _____

5. ከስራ ላይ ስልጠና ዓይነቶች (On-the-job training) ውስጥ በጽ/ቤቱ የሚተገበሩት የትኞቹ ናቸው?

ሀ/ ስምድና የተሻሻለ ብቃት ካለው ባልደረባ ድጋፍ ማግኘት

ለ/ ከቅርብ የስራ ሀሳቦች መቃወም ድጋፍ ማግኘት

ሐ/ በጽ/ቤቱ ውስጥ በተለያዩ የስራ መደቦች ተዘዋወሮ በመስራት

መ/ ኮምፒውተር በመጠቀም ስልጠና ማግኘት

ሠ/ ሴላ ካስ ደግሰው _____

6. ከስራ ቦታ ውጭ ከሚሰጡ የስልጠና ዓይነቶች (Off-the-job training) በጽ/ቤቱ የሚተገበሩት የትኞቹ ናቸው::

ሀ/ የቃል ገለጻ (Lecture)

ለ/ ሺድዬ ኮንፈረንስ

ሐ/ ምስልና ድምጽን ባካተተ ዘዴ መጠቀም (Audio visual techniques)

መ/ መደበኛ የመማር ማስተማር ዘዴን በመጠቀም

ሠ/ ሌላ ካስ ይግለጹ _____

7. የአመራር ክህሎትን ለማሻሻል ምን ዓይነት ዕድል አግኝተው ያውቃሉ?

(በኃላፊዎች ብቻ የሚሞላ)፡፡

ሀ/ የተለያዩ አጫጭር ወርቀሾገጽ

ለ/ በክፍተኛ ትምህርት ተቋማት መደበኛ ትምህርት የመከታተል

ሐ/የርቀት ትምህርት መከታተል

መ/ የስራ ላይ ልምድ በማካበት

ሠ/ ሌላ ካስ ይግለጹ _____

ክፍል ሰባት :- የሰው ሀይል ልማትና ስልጠና ፕሮግራሞችን ስመተግበር የሀሳብ ጥያቄዎች ብቃት ደረጃን በተመለከተ።

መመሪያ :- ክታች በሰንጠረዥ ውስጥ ስተዘረዘረት ጥያቄዎች ከጎን በሰንጠረዥ አናት ላይ ካሉት አማራጭ መልሶች ውስጥ ያመነበትን አንዱን ብቻ በመምረጥ በጥያቄዎች ትይዩ በተዘጋጀው ክፍት ቦታ የ "✓" ምልክት በማስቀመጥ መልስዎን ይስጡ።

ተ.ቁ	ጥያቄዎች	በጣም አስማማህሁ	አስማማህሁ	በመጠኑ አስማማህሁ	አልአስማማም	በጣም አልአስማማም
1	የጽ/ቤቱ ሀሳብዎች የሰው ሀይል ልማትና ስልጠና ፍላጎቶችን የመዳሰስ ብቃት አላቸው።					
2	የጽ/ቤቱ ሀሳብዎች የሰው ሀይል ልማትና ስልጠና ፕሮግራሞችን የማቀድ ብቃት አላቸው።					
3	የጽ/ቤቱ ሀሳብዎች ሰሰው ሀይል ልማትና ስልጠና ፕሮግራሞች የሚውል አስፈላጊ ሪሶርሶችን (Resources) የመመደብ ቁርጠኝነት አላቸው።					
4	የጽ/ቤቱ ሀሳብዎች ሰሰው ሀይል ልማትና ስልጠና ፕሮግራሞች ተግባራዊነት ማንኛውንም ነገር የማመቻቸት ብቃት አላቸው።					
5	የጽ/ቤቱ ሀሳብዎች የሰው ሀይል ልማትና ስልጠና ፕሮግራሞችን የመክታተልና የመገምገም ብቃት አላቸው።					

ክፍል ስምንት :- የሰው ህይወት ልማትና ስልጠና ፕሮግራሞችን ግምገማ በተመለከተ::

መመሪያ:- ክታች በሰንጠረዥ ውስጥ ስተዘረዘሩት ጥያቄዎች ከገን በሰንጠረዥ ስናት ላይ ካሉት አማራጭ መልሶች ውስጥ ያመነበትን አንዱን ብቻ በመምረጥ በጥያቄዎች ትይዩ በተዘጋጀው ክፍት ቦታ የ "✓" ምልክት በማስቀመጥ መልስዎን ይስጡ::

ተ.ቁ	ጥያቄዎች	በጣም እስማማለሁ	እስማማለሁ	በመጠኑ እስማማለሁ	አልስማማም	በጣም አልስማማም
1	የጽ/ቤቱ የተሰደደ የሰው ህይወት ልማትና ስልጠና ፕሮግራሞችንና ተሳታፊዎችን በተመለከተ አስተማማኝ የመረጃ ስርዓት አለው::					
2	በጽ/ቤቱ የሰው ህይወት ልማትና ስልጠና ፕሮግራሞችን የመገምገም አሰራር አለ::					
3	ጽ/ቤቱ የሰው ህይወት ልማትና ስልጠና ውጤቶች የሚገመገሙበት ወጥ የሆነ የመገምገሚያ ነጥቦችን ይደቁ ቅጾች አሉት::					
4	ሠልጣኖችና ስለሰለጠኑት ስልጠና ውጤት ግብረ መልስ (feed back) ለመስጠት ፍላጎት (ቁርጠኝነት) አላቸው::					

ክፍል ዘጠኝ:- ሰጠጣኞችን የመመልመያ መስፈርቶችን በተመለከተ።

መመሪያ:- ከታች በሰንጠረዥ ውስጥ ስተዘረዘሩት ጥያቄዎች ከጎን በሰንጠረዥ አናት ላይ ካሉት አማራጭ መልሶች ውስጥ ያመነበትን አንዱን ብቻ በመምረጥ በጥያቄዎቹ ትይዩ በተዘጋጀው ክፍት ቦታ የ "✓" ምልክት በማስቀመጥ መልስዎን ይስጡ።

ተ.ቁ	ጥያቄዎች	በጣም አስማማሰሁ	አስማማሰሁ	በመጠኑ አስማማሰሁ	አልሰማማም	በጣም አልሰማማም
1	ጽ/ቤቱ ግልጽና አሻሚ ያልሆነ ሰጠጣኞችን የመመልመያ መስፈርት አሰው።					
2	የሰጠጣኞች መመልመያ መስፈርቶች በሁሉም የጽ/ቤቱ ሰራተኞች በግልጽ ይታወቃሉ።					
3	በጽ/ቤቱ የሰጠጠና አድሎችን እንደ ሠራተኛ ማበረታቻ (Incentive) የመቁጠር አካሄድ አለ።					
4	በጽ/ቤቱ የሰጠጠና አድሎች ብዙውን ጊዜ የሚሰጡት ከሀሳቢዎች ጋር የቅርብ (የተሰይ) ግንኙነት ላላቸው ሠራተኞች ነው።					

ክፍል አስር:- የሰው ሀይል ልማትና ስልጠና ፕሮግራሞች አተገባበር ላይ ያጋጠሙ ችግሮችን በተመለከተ።

1. ጽ/ቤቱ በተገባራቸው የሰው ሀይል ልማትና ስልጠና ፕሮግራሞች ላይ ያጋጠሙ ችግሮች አሉ?

ሀ/ አዎ አሉ ስ/ የሉም

2. የጥያቄ 1 መልስዎ "አዎ አሉ" የሚል ከሆነ፤ ያጋጠሙ ችግሮች የትኞቹ ናቸው?

ሀ/ የበጀት ችግር ስ/ የሀሳቢዎች ስስልጠና ያላቸው መልካም ያልሆነ ግንዛቤ
 ሐ/ የስልጠና ሪሶርሶች (Resources) ያሰመኛር
 መ/ ሌላ ካለ ይጥቀሱ _____

3. ያጋጠሙ ችግሮችን ለመፍታት ጽ/ቤቱ ምን ዓይነት እርምጃዎችን ወሰደ? _____

በድጋሚ አመሰግናለሁ!!